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ABSTRACT

This activity supplement is intended to accompany the Puedo Leer/I Can Read Teacher's Guide for initial reading in Spanish for bilingual children. The supplement, which consists of a teacher's guide and a set of charts on card stock, provides suggestions for a wide variety of pre-reading activities and approaches, which expand on the activities presented in Puedo Leer/I Can Read. The two main sections of the teacher's guide consist of an introduction to vowels and an introduction to consonants. In these sections, the introduction of the letter-sound is followed by reinforcement and follow-up activities, which include word games and composition exercises. The cards accompany the section on consonants and contains exercises designed to be used after the introduction of each consonant. Strategies for the use of the cards are included in the package. (Author/AM)

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Activity Supplement for Puedo Leer: Teacher's Guide

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PROGRAM FOR INITIAL READING IN SPANISH FOR BILINGUAL CHILDREN

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Activity Supplement for Puedo Leer:

Teacher's Guide

WRITTEN BY

Sara López

PROGRAM FOR

INITIAL READING IN SPANISH FOR BILINGUAL CHILDREN

FEBRUARY 1975

DISSEMINATION CENTER
for
BILINGUAL BICULTURAL EDUCATION
6504 Tracor Lane Austin, Texas 78721

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* * *

PREFACE

Activity Supplement for Puedo Leer is designed to provide the teacher with suggestions for a wider variety of pre-reading activities and approaches. These suggestions will help the teacher to expand the activities already presented in *Puedo Leer/I Can Read.*

This document is comprised of a Teacher's Guide and a set of cards designed to assist the teacher in the Use of Charts. The activities appear in the same order as in *Puedo Leer/I Can Read.*

The set of cards accompanying this manual is for use with the section dealing with the "Introduction of Letters - Consonants." This set of cards is designed for the teacher to laminate, cut and use in individual pocket charts.

Activity Supplement for Puedo Leer was developed by Sara López, DCBBE Reading Consultant. The book was edited by Elsa Sánchez de la Vega-Lockler and Pam Harper, DCBBE Staff Editors. Graphic Artist Patti Hill designed the cover.

Requests for information concerning *Activity Supplement for Puedo Leer* or other bilingual materials should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Juan D. Solís

ACTIVITY SUPPLEMENT FOR PUEDO LEER

REINFORCEMENT AND ENRICHMENT ACTIVITIES FOR INITIAL READING IN SPANISH

PURPOSE

It is hoped that this book will provide the teacher with the following assistance:

1. Suggestions for a wider variety of pre-reading exercises and approaches;
2. Additional methods for introducing sound-to-symbol elements;
3. Suggestions for small group and individual exercises, as well as whole group activities;
4. Additional activities and games to use with children;
5. Charts to accompany *Puedo Leer*.
6. Alternatives to the cursive writing strategy in letter-sound introduction.

DEFINITION OF READING

1. Reading is defined as the act of decoding written symbols into their sounds.
2. Reading must also be seen as a process of associating an oral communication with a written one in which the writer is trying to communicate in a more formal sense something to the reader.
3. Reading thus becomes a process of getting information from oral language and involves the reader's use of his knowledge of language to get meaning from the printed page.

* * *

The suggestions in this book appear in the same order as *Puedo Leer.*

PRE-READING PERIOD

- -Language Experience Approach
- -Diagnostic Reading
- -Readiness Activities
- -Cursive and Manuscript Writing
- -Pre-writing Activities: Manuscript

INTRODUCTION OF LETTERS

- -Vowels
- -Consonants

USE OF THE CHARTS
(Card Set)

- -Synthetic Strategies
- -Analitic Strategies

PRE-READING PERIOD

LANGUAGE EXPERIENCE APPROACH

INTRODUCTION

The major thrust of this approach is to develop the child's comprehension skills through his participation in the composition and "reading" of "stories." One way to demonstrate that reading is an information-getting process is to show children that they themselves can provide information for a story by dictating to the teacher.

It is very beneficial if the teacher utilizes this approach both in the pre-reading period and in the reading instructional times as another strand of a total reading program.

It is very important that children see what reading is and what it is good for in the cognitive sense.

SUGGESTIONS FOR LESSON DEVELOPMENT

1. Materials: notebook paper or newsprint, charts, markers, crayons.
2. Stimuli
    a. An inanimate object: picture, cartoon, animal, toy.
    b. Trips the children have taken.
    c. Situations: what would you do if you were principal, teacher, etc; I wish I were . . .; when I grow up; this weekend.
    d. School situations set up by the teacher: steps in getting ready for school (each child contributes one idea), school routine, how to play a game.

    The stimulus should be of interest to the children. If it is not, the teacher should try another one. Teacher should not insist on contributions if the children do not want to react.

GENERAL PROCEDURES

1. Stories can be written by teachers, individual children, or by small groups of children.

2. Follow-up activities occur on subsequent days after the initial lesson. Various groups of children may build up series of experience stories.

3. Since the groups must be small, the teacher can divide the class into five or six groups and meet with each group to compose two stories a week.

4. Since the teacher cannot control vocabulary, it is not necessarily recommended that the stories be used for formal reading and vocabulary build-up. (However, some children who have very good visual and sequential memories may quickly memorize some of the configurations.)

5. The stories may be saved and used during the time the children are learning to manipulate sound-to-symbol relationships. They may also be used for later reading material.

METHODOLOGY

1. Teacher sits with a group of three to five children and presents a meaningful stimulus.

2. Teacher sets the scene, asking the children to examine something, to think about something, etc.

3. Children take a few minutes to consider. Then the teacher asks for someone to tell one thing he has been thinking and would like to contribute to the group. (She should begin with children who are not shy.)

4. Teacher should always encourage and accept each contribution. She writes down the child's sentence.

5. After the child has made his statement, teacher repeats what the child has said. Then she

writes what he has said on a small tablet or on a large experience chart repeating the sentence again.

6. Teacher uses the children's names in the story so they can begin focusing on them. They can also use the names to help them remember who made a particular contribution and what it was.

7. Teacher repeats the same procedure with each child in the group.

8. After each child has contributed, teacher goes through the story sentences, moving her hand or finger beneath each sentence from left to right as she reads.

9. Teacher should read naturally, not trying to emphasize each word individually. She should stress each sentence as a meaningful thought unit.

10. Teacher may repeat each sentence, having the children, in groups or individually, repeat the sentence with her. If they are beginning to fidget and lose interest, this activity should be saved for another day.

Special Recommendations:

This process should be done with two or three groups of children daily.

Each group's story should be kept separately.

While one group is sitting with the teacher, the rest of the children should be doing other tasks so they will not interrupt the group.

To keep up the momentum of the activity, the teacher must set up the expectation that no interruptions will be allowed.

FOLLOW-UP ACTIVITIES

1. Teacher reviews the story on another day.
2. Individual children read sentences during the review.
3. Individual children pick out their names in the story.
4. If the children are interested and have good visual memories, the teacher has them pick out words that occur over and over again (such as *dijo*).
5. Teacher should leave the charts where the children can go during their free time and "read" them.
6. Teacher should allow children from different groups to "read" to each other.
7. Teacher should allow the children to illustrate their stories.
8. If the children have the skills to do so, the teacher has them make individual word cards from their sentences. Then using the model sentence on the chart, the teacher has them recompose the sentences. Not all children will have the ability to do this task; the teacher asks children to do so only when she is sure that the activity will not frustrate them.
9. Teacher sets up a cassette tape recorder and some stimulus in the room. Then one or two children at a time go to the recorder and dictate a short story about the stimulus or something else. These stories may later be transcribed.
10. Teacher organizes stimulating class experiences, such as painting, special art projects, and field trips, to stimulate ideas for experience stories.

EVALUATION AREAS

1. Did the child contribute to the stories?
2. Did the child follow along as the teacher reread stories?
3. Did the child follow along from left to right with the teacher?
4. Did the child repeat sentences after the teacher?
5. Was the child able to identify his name in the story?
6. Was the child able to identify other children's names?
7. Was the child able to recompose sentences?

DIAGNOSTIC READING

DIAGNOSIS OF NEEDS

1. Not all the children in the class will be ready to move to formal reading (sound-to-symbol relationships) after only one or two weeks of background experiences.

2. It is inaccurate to treat the class as a uniform whole in which all children move through various activities with the same degree of success.

3. Teacher should be prepared to spend more than two weeks with some children if she truly wants to diagnose their individual needs.

4. Teacher should use several informal diagnostic techniques to determine where the children in her class are when they enter school. (Such diagnosis should precede any pre-reading work.) These techniques will also help her when the children are ready to move into a formal sound-to-symbol program.

5. There is a group of readiness skills that the child needs in order to go on to the formal tasks of reading without undue pressure. These tasks include:

   .VISUAL DISCRIMINATION
   .AUDITORY DISCRIMINATION
   .AUDITORY COMPREHENSION
   .AUDITORY REMEMBERING, LOCATING, ORGANIZING
   .AUDITORY PREDICTING AND EVALUATING
   .GROSS VISUAL-MOTOR COORDINATION
   .FINE VISUAL-MOTOR COORDINATION
   .VOCABULARY AND CONCEPT DEVELOPMENT

   Each of these skills should be distinguished even more than in "Pre-Reading Period" of *Puedo Leer* so that the teacher is able to determine which skills the children need to develop.

VISUAL DISCRIMINATION

Teacher expects the child to associate sounds with particular graphic symbols:

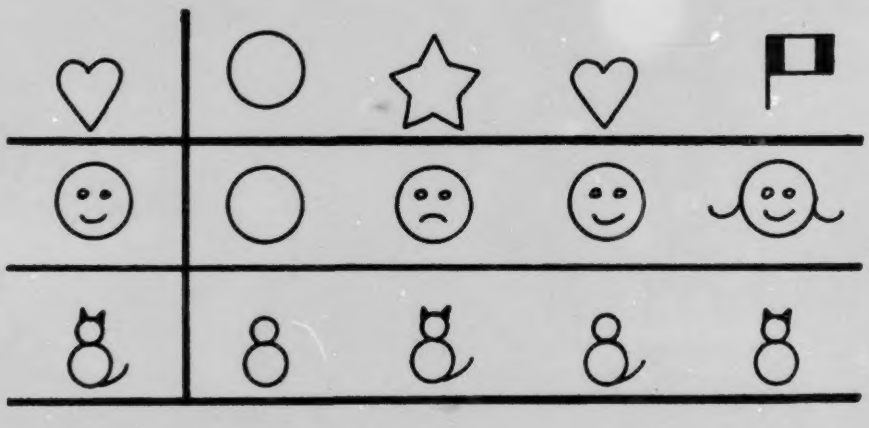
1. She should first determine whether the child is able to discriminate between graphic forms and letters.
2. She can make this initial determination by a group visual test.
3. In such a test each child is asked first to match objects, then shapes, and finally letters, moving from grosser distinctions to finer distinctions.
4. Teacher prepares dittos and administers the test to the class as a group.
5. Teacher may supervise the test, or she may use the time to begin giving an auditory discrimination test to each child.

Samples of Visual Discrimination Tests:

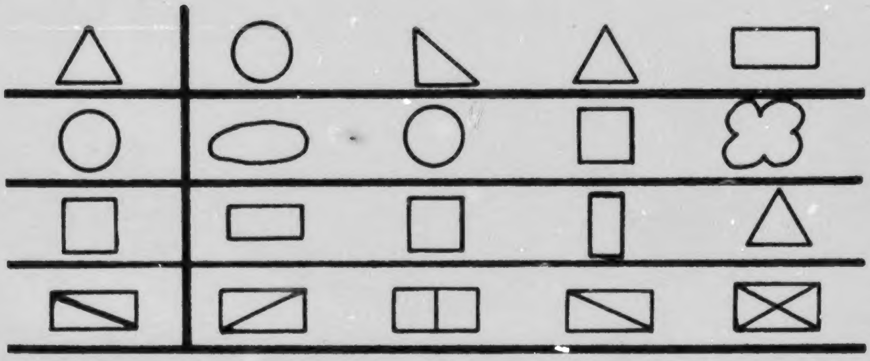
NOTE: Teacher develops 8 to 10 items of Sample Tests a and b.

Criterion for passing: 6 of 8
8 of 10

a.



b.



NOTE: Teacher develops 10 or 12 items of Sample Tests c, d, e, f.

Criterion for passing: 8 of 10
10 of 12

c.

a	o	e	a	u	c
c	e	u	v	c	z
b	p	d	b	h	l

d.

co	co	ca	ce	cu
le	el	le	al	la
ba	de	pi	ba	ab

e.

sal	sol	las	sal	los
col	lac	cal	col	loc
ven	ten	del	tul	ven

f.

cama	cana	gana	cama
sala	bala	sala	pala
rosa	rosa	cosa	losa

Special Recommendations:

These tests are easy and quick to administer and will give the teacher an idea of the children's visual discrimination skills.

After the test it is then necessary to provide special activities on an organized and daily basis for those children lacking visual discrimination skills.

Those children whose visual discrimination skills are already developed should work on other activities.

AUDITORY DISCRIMINATION

Since the approach of *Puedo Leer* involves relating distinctive symbols with distinctive sounds, it is necessary for the teacher, before beginning a program of sound-to-symbol relationships, to determine the children's auditory discrimination abilities.

1. Each child is given a brief auditory discrimination test (two to three minutes per child).
2. Teacher tests the child's ability to discriminate beginning, middle, and ending sounds of words.
3. For this test the child must sit individually with the teacher.
4. Teacher puts her hand in front of her mouth so the child cannot see the movements of her mouth and pronounces pairs of words.
5. Some of these words should be exactly alike; some of them should differ in one sound (minimal pairs).
6. Teacher has the child repeat exactly what she has said. She can thus determine if the child is discriminating differences and likenesses.
7. Teacher begins by testing for discrimination of beginning sounds; next she goes to middle sounds and then to final sounds.
8. Nonsense words as well as real words should be used.
9. Teacher should keep the words short with no more than three syllables in each word.

Samples of Auditory Discrimination Tests:

a. pala/pala
pala/bala
sala/sala
gala/sala
Lola/fola
Pola/bola

c. imán/imán
umán/umán
uman/imán
atún/atún
atún/itún

b. con/con
con/gon
son/ton
chon/chon
ton/ton
con/gon

d. niño/niño
piño/niño
niño/ciño
piña/niña
hilo/hilo
pilo/silo

e. camino/camino
cariño/camino
patiño/armiño
camil/camilo
camino/vacilo
parilo/manilo

Criterion for passing: about 85% of the sounds should be imitated correctly

Special Recommendations:

Teacher notes errors that each child makes so she can develop exercises for the children who need work in this area.

Particular attention should be paid to whether children have more trouble discriminating vowels or consonants.

AUDITORY COMPREHENSION

The phrase "auditory comprehension" refers to the child's understanding of and response to the spoken word. Again, because of the auditory nature of *Puedo Leer*, it is necessary for the teacher to determine the auditory comprehension abilities of her children before work begins.

1. Some of this determination can obviously be made through teacher observation.
2. Teacher notes from the very beginning which children learn directions right away and which children need to have procedures explained to them several times.
3. Teacher notes which children participate in discussions more freely.

4. A simple diagnostic test is administered.

5. The test is divided into two parts. The first part of the test is given individually and the second part in groups.

    a. The child is to respond only to statements which ask him to do certain things.
    b. The child is required to answer questions about himself.

6. This test is also directly related to vocabulary and concept development because the child's understanding of concepts in his language is also being observed.

AUDITORY REMEMBERING, LOCATING, ORGANIZING

1. Remembering: Teacher tells the child that she is going to give him a series of four things to do--go to the window, open the window, go to the pencil sharpener, and sharpen the pencil that is there. The child waits until the teacher has completed the instructions and then does each of the tasks in order.

2. Locating: Teacher asks the child to find certain things in the room or on a table. She notes whether or not he can do the tasks.

3. Organizing: Teacher gives the child a set of paper shapes which are different colors. She asks him to sort the shapes according to color. She notes whether or not he succeeds.

AUDITORY PREDICTING AND EVALUATING

1. Teacher uses one of the situations in *Mi Libro*, but she should not show the children the book. Instead she tells them briefly of two children who worked so hard to blow up balloons. They blew up many balloons and were very tired. They tied the balloons to a fence. And then someone came along and let the ballons loose so they flew away.

2. The teacher asks a child how he thinks the children felt (*evaluating*) and what the children might have done next (*predicting*).

3. Teacher asks a few of these kinds of questions to see how the children relate to what they hear. This response to the spoken word is an important part of reading and a necessary skill for the children to have so that they will be able to react to rhymes and stories in *Puedo Leer*.

4. Teacher should note children who have trouble with these tasks, and she should give them more work in these areas.

GROSS VISUAL-MOTOR COORDINATION

1. The group plays games which involve catching and throwing. Teacher notes which children have difficulty.

2. To determine visual-motor coordination, teacher asks the children to walk a straight chalk line or a balance beam.

3. Children who have difficulty with these tasks are then given the same tasks to do daily, either on the playground or in the room, as part of their assignments.

FINE VISUAL-MOTOR COORDINATION

1. Teacher emphasizes the role of writing in the *Puedo Leer* exercises. It is important for her to determine which children have specific skills or deficiencies in writing.

2. Teacher needs to know which children are better able to perform gross and fine visual-motor coordination tasks so that she can program specific exercises designed to meet their skill needs. For example, for some children the fine visual-motor coordination that is required for writing should be developed slowly in conjunction with sound-to-symbol work.

3. Group copying test: Children copy various shapes, straight lines, curved lines, circles, diagonals.

Special Recommendations:

Children who have difficulty need to start with fewer and simpler fine visual-motor tasks.

Children who perform well do not need to do these simpler tasks but will be able to begin letter formation.

NOTE: It is suggested, but not required, that cursive writing be taught as an integral part of the program. The teacher should decide at the beginning of the year what she will teach: only cursive, only manuscript, or a combination of both. It is important to remember that the child must be able to read manuscript so it will be useful to him if he also can reproduce it.

VOCABULARY AND CONCEPT DEVELOPMENT

1. This area is quite difficult to evaluate, and it should be emphasized continually even if the children pass certain tests. There are certain minimal vocabulary and concepts which are very desirable for the children to control.

2. Teacher tests the children as a group for knowledge of vocabulary and concepts. She should observe and listen to them very carefully so that she can aid further development and plan for it.

3. Minimally, the children should have knowledge of colors, numbers, sizes, location (on top of, underneath, near, far, etc.), and feelings (happy, sad, tired, etc.) These concepts and vocabulary items are enumerated in the introduction page of *Mi Libro*.

4. The easiest way to test in this area is to construct a picture test that can be run off as

dittos. The test has pictures to mark, and the teacher asks the children to mark what she says (five balls, the happy face, etc.).

5. Teacher also gives the children a test of color recognition in which they have to color pictures according to her directions. Teacher should take care that each child does his own work.

6. Teacher or peer tutors give special instruction to children who need work in some of these areas.

SOME IMPORTANT NOTES

It is necessary to remember that some children in the room may have attained all the prerequisite skills and are ready to go into a formal program (experience stories and *Puedo Leer* exercises).

Some of the children will be lacking prerequisite skills (visual discrimination, auditory discrimination, vocabulary and concept development, etc.) so they will need several weeks of work. They will require individualized instruction right from the start.

Teacher should not expect, or even ask, all the children to go through activities at the same rate with the same achievement levels. Also she should not give the children the same materials at the same time in the same way.

READINESS ACTIVITIES

The *Readiness Activities* section provides a variety of exercises for children who have specific skills needs. The activities should be assigned on an individual basis. When appropriate, the teacher arranges small groups of children for specific activities included in *Puedo Leer*, for experience stories, for storytelling time, for listening stations, etc.

VISUAL DISCRIMINATION AND VISUAL MEMORY

Observation and Recollection

1. Sets of Objects
    a. In envelopes teacher collects sets of objects: blocks, pencils, erasers, crayons, etc.
    b. Teacher has the children organize the objects in the envelopes into sets.

2. Finding an Object That Is Different
    a. Teacher collects objects or pictures of objects in envelopes or boxes. Each set has one object which is different from the others: one circle is small, the others are big; one pencil is red, the others are green; etc.
    b. Teacher has the children choose the object that is different.

3. Pairs of Shapes
    a. Teacher puts pairs of shapes (triangles, squares, rectangles, etc.) in boxes or envelopes. Some pairs of shapes should differ in size, color, etc., and other pairs should be exactly alike.
    b. Teacher has the children match the shapes that are exactly alike.

4. Matching
    a. Teacher gives the children worksheets on which they are to match items. (Such worksheets are available from many companies that produce ditto work.)

b. First the children discriminate between figures, then letters, then words.
c. Teacher makes a copy of the dittos with the correct answers for the children to use as a checker.

5. Picture Series

a. Teacher shows each child a series of pictures, asking him to study each picture for a minute.
b. Then she puts the pictures away and asks him what he can remember about each one.

6. Copying figures from Memory (such as those in the Brenner Gestalt Test)

a. Teacher gives geometric figures, such as a circle inside a triangle, to the children to look at.
b. Then she has the children reproduce the figures from memory.

AUDITORY DISCRIMINATION

1. Gross Auditory Discrimination

a. Teacher uses objects such as a bell, a clicker, two knives, etc.
b. First she shows the children the objects as she makes noises with them.
c. Then she asks the children to close their eyes while she makes noises. The children have to guess what noise she is making. This game may be played with teams.

2. Sounds in Cylinders

a. Teacher puts sugar, rice, beans, dirt, rocks, etc., in empty cans. Then she tapes the tops shut.
b. Teacher tells the children the contents of each can as she shakes it or shows them a sample of what is inside.
c. Then the children have to guess what is inside after the teacher shakes each can.
d. Again, a team game may be played, or individual children may play with the cans by themselves.

3. Tape of Sounds

    a. Teacher has a tape of noises in the environment--car horn honking, tires screeching, airplane, doorbell, hand knocking, school bell, etc. She also has a picture that represents each noise.
    b. Small groups of children sit at a listening station to listen to the tape. They choose the picture that represents each noise.
    c. The first time, they guess without checking; the second time, they check their guesses with the teacher or with a checker.

4. Minimal Pairs and Word Pairs

    a. Teacher makes several tapes of minimal pairs and word pairs that are the same. The children are to repeat the words. Different tapes emphasize *initial, middle,* or *ending sounds.*
    b. A few children sit at the listening station, listen to the tapes, and repeat.
    c. Teacher should also do this activity "live" with the children who need it.
    d. The purpose of this activity is to move from broader, grosser distinction to finer ones.
    e. For children who need to practice very broad distinctions, teacher begins by playing a record and altering the volume by hand. Children raise their hands for loud music and lower their hands for softer tones. Gradually, finer distinctions should be made.

AUDITORY COMPREHENSION

Listening and Speaking

1. Remembering Game -- Team Game

    a. Teacher says a series of three numbers of letters.
    b. Child scores a point for his team by repeating the sequence correctly.
    c. Teacher gradually works up to five numbers or letters.

2. Listening Game

    a. Teacher collects objects and places them on a desk or table. She works with small groups of children.
    b. Teacher asks one child to pick up a particular object. The child does so and then asks the child next to him to pick up something. The game continues in this manner.
    c. Each child listens to another child and has another child listen to him.

3. Following Instructions

    a. Teacher plays a game with the children. She gives a series of three directions to an individual child.
    b. The directions should be simple actions to be performed around the room.
    c. The child wins a point for his team if he does the three actions in the correct order.

4. Description Game: "What Is It?"

    a. Teacher puts a series of objects on a table or desk. With a small group of children around her, she describes one of the objects on the table.
    b. Child who wants to guess "what it is" raises his hand; if he guesses correctly, he gets to keep the object for the rest of the game.
    c. Whoever has the most objects at the end of the game is the winner.
    d. Teacher should let the children describe their objects to each other if they want to.

5. Following Directions Game

    a. Teacher gives children sets of paper shapes which differ in size and color.
    b. She then directs the children to put all the circles, squares, etc., together.
    c. When the children have accomplished one organizing task, the teacher tells them to mix up their stacks. Then she gives them another organizing task.

6. Sequences

   a. Teacher uses some of the situations in *Mi Libro*, commercially produced sequence cards, or cartoon sequences. First, the teacher tells a child or small group of children a short story without using the pictures. The child is to sequence the events of the story solely by having heard that story.
   b. Teacher asks the children to recreate the story in the order that it happened based on what they remember from hearing the story. If this task is too difficult, she may then give them the sequence cards or cartoon pictures to help.
   c. Teacher also emphasizes the main idea of the story she has told; she asks the children to tell in one sentence what the story was about and what was the most important thing that happened.

7. Auditory Closure

   a. Teacher tells a story and pauses, as the story unfolds, to see if the children can guess the next word.
   b. The first few times the teacher pauses, she uses pictures to stimulate guessing.
   c. Teacher should encourage the children to guess. For example: *Había una vez tres osos, el papá oso, la mamá osa y ________, etc.* Her pause should be long enough to let the children guess.

8. Gossip Game

   a. This activity is most effective with a small group of children. One child or the teacher starts a short story (one or two sentences -- it is better to start with one).
   b. Teacher should stress careful listening. The first person whispers a sentence to the second person, etc., all around the group.
   c. The last person says aloud what he hears.

9. Making a Story

   a. Teacher sets timer for one or two minutes.
   b. One child or the teacher begins a story and talks for about a minute.

c. When the timer rings, the next person picks up the story and adds to it whatever he wants. When the timer rings again, the narrator changes. The activity continues around the circle.

10. Predicting and Evaluating

    a. Teacher sits with a group of children and tells them stories with or without pictures.
    b. At various times during the story, the teacher stops to ask the children if they like the story, what they like about it, how they think the characters feel, what will happen next, etc.
    c. Teacher encourages children's responses. She lets them draw pictures of what will happen next, their favorite parts of the story, etc.

GROSS VISUAL-MOTOR COORDINATION

1. Throw and Catch Games on the Playground

    a. Children whose coordination is less developed play with a large ball and roll the ball rather than throw it.
    b. Children whose coordination is better developed throw and catch with a smaller ball.

2. Dodge Ball or Monkey in the Middle

    a. A few children stand in the middle of a circle of children throwing the ball.
    b. In Dodge Ball the children in the center try to avoid being hit. If a child is hit, he must leave the middle. The child who hit him takes his place.
    c. In Monkey in the Middle, the children in the center try to catch the ball. If a child catches the ball, he leaves the middle. The child who threw the ball takes his place.

3. Beanbag or Ball Toss at a Target

    a. Children with less skill should begin closer to the target.
    b. Teacher gives the children beanbags to throw at a target with numbers or with a hole in the center.

c. The object of the game is to score as many points as possible or to throw the beanbag through the hole.

4. Walking Team or Walking the Chalk Line

    a. Teacher gives the children time to practice their coordination. They walk across a walking beam, forward and backward, while looking at the teacher or while catching a beanbag.
    b. Children who have trouble (or children without access to walking beams) practice walking forward and backward on chalk lines or lines of plastic tape.

5. Follow the Leader

    a. Children follow the teacher or pupil leader and do exactly as the leader does.
    b. Teacher stresses hopping, making circles with arms, skipping, jumping, etc.

6. Simon Says

    a. With the teacher as Simon, the children do various muscular coordination exercises, especially tracing shapes and making sweeps in the air.
    b. With a child as Simon, the children do a variety of muscular coordination exercises more difficult than before. For example, they hop three times and jump once, trace different sizes, walk the beam blindfolded, etc.

FINE VISUAL-MOTOR COORDINATION

1. Making Shapes and Strokes in the Air

    a. Children trace shapes in the air.
    b. Children trace letters or their names in the air.

2. Writing at the Blackboard

    a. Children practice making lines, circles, sweep strokes, etc., with chalk or their fingers dipped in chalk dust.

b. Children practice making letters with chalk on the blackboard.

3. Sandpaper Shapes and Letters

   a. Teacher makes shapes and letters (manuscript, cursive, or both) for the children to go over with their fingers.
   b. Teacher makes pairs of letters so the children can trace and match them.
   c. The shapes and letters are kept in envelopes for the children to practice on their own.

4. Writing on Large Sheets of Paper

   a. Teacher writes strokes and letters on the blackboard.
   b. Children practice copying on their papers.
   c. Children can work on their own after they have practiced with the teacher two or three times.

5. Practicing Strokes and Letters on Regular Paper

   a. Teacher prepares dittos ahead of time for the children to practice handwriting strokes.
   b. The dittos should be organized in a box according to increasing difficulty.
   c. Children who have already practicced some of the elements with teacher supervision are then assigned to independent practice.

Special Recommendations:

The form or forms of writing which are taught should be left to the teacher's discretion.

Teacher prepares exercises for the form(s) of writing she has chosen to teach: manuscript, cursive, or both.

The rhymes and motions suggested in *Puedo Leer* may be used for the cursive exercises.

It is possible to teach the necessary strokes without using the rhymes, particularly when instruction is in small groups.

The important point is to emphasize the strokes, not the rhymes, unless the teacher feels comfortable using them.

In any case the rhymes should probably be used once or twice, but the activities should continue independently, especially the writing practice.

The teacher should prepare exercises for those children who have a great deal of difficulty with writing so that they can develop the necessary visual discrimination skills to distinguish letters.

For such children *gross motor activities* and *large writing motions* on the board should be stressed. Work with paper and pencil or crayon should be left until later in the year.

VOCABULARY AND CONCEPT DEVELOPMENT

1. Naming and Identifying

   a. The major emphasis in the pre-reading exercises in *Puedo Leer* is *naming* and *identifying*.

   b. To make these activities more fun, naming can be used in a variety of games:

      . Teacher collects real clothing and selects individual children to name the parts of the body which correspond with the clothing. Teacher gives a point each time a child supplies the correct name of a body part or an article of clothing.
      . Bingo games with numbers, colors.
      . Picture lotto games with parts of the body.

   c. Teacher develops team games as well as individual games.

2. Defining and Locating Games

   a. Teacher develops games and plays them with small groups of children.

b. For example, the teacher uses a color chart and says: "*La bandera de los Estados Unidos tiene tres colores, señala dos colores que están en esa bandera.*" Or she uses a number chart or numbers in isolation on the board and says: "*Señala el número que sigue al tres.*" In this way, reviewing colors and numbers is less like a drill.

3. Organizing Games

a. Teacher gives a child pictures of various parts of the body. The child starts at the top or the bottom of the body and constructs the body, naming each part and trying to place each in the correct order. If several pictures are used for the parts, the composite may be very funny.
b. The same game is played with pictures of clothing articles placed in an envelope. Teacher asks a child to order the clothes as if he were getting dressed or undressed; again he should name each article.

4. Labeling

a. To develop understanding of sound-to-symbol relationships, the teacher labels various objects in the room. This activity encourages the children to think about the fact that graphic symbols may be put together to form written words that represent objects.
b. Teacher places labels on objects in the room, e.g., *silla, escritorio, libro*, etc. Then she points out the labels and names all the objects with the help of the children.
c. For a labeling game the teacher asks children to "read" the labels on familiar objects. They receive points for themselves as individuals or for their team.
d. Teacher encourages the children to review the labels whenever they have free time and to ask her to label objects that are not labeled.

e. Posters of numbers, colors, articles of clothing, body parts, etc., should all be labeled.

f. Teacher makes a picture, cutting pictures of body parts from magazines, etc. Then she has the children make their own pictures. Children who have writing skills may label their work.
work.

5. Artwork as an Aid to Vocabulary Development

   a. Teacher encourages the children to do creative work, both as an end in itself and as an aid and stimulus to vocabulary development.
   b. Teacher gives the children the opportunity to express their ideas and to tell about artwork they have done in class (for example, an experience story).

6. Storytelling

   a. Teacher sets a time for storytelling every day.
   b. Teacher encourages the children to talk about the stories she has read to them.
   c. Teacher asks the children to predict what is going to happen next. She also asks them to evaluate the veracity of the story, the character's actions, and the order in which the events took place.
   d. Children should see that *books are fun and enjoyable to read.*

7. Experiences

   a. Even the simplest experiences can provide further language development.
   b. Teacher encourages the children to talk about a trip downtown, activities on the playground or in the classroom, or any other subject if they want to.

CURSIVE AND MANUSCRIPT WRITING

INTRODUCTION

1. *Cursive writing* should not be considered a mandatory part of the *Puedo Leer* program, but, rather, one of several *available* strategies.

2. Letters and formation of syllables and words should be introduced in the same way in both writing styles, manuscript and cursive.

3. Some rhymes and words that take their meanings from the cursive form of the letters should be altered. But the basic introduction of the letters should remain the same.

4. Teacher should use the diagnoses of needs described in the chapter "Diagnostic Reading," especially for those children who have difficulty writing cursively.

5. Teacher watches the children copying both manuscript and cursive forms.

6. Teacher teaches the children to recognize the cursive forms, even though they are not required to write them. She may also choose to eliminate cursive writing completely.

7. For some children writing in any form may be an inordinately difficult task. In these cases, the teacher stresses the sounds that are associated with the recognition of manuscript and cursive elements. She gives these children prewriting activities. They begin by making large strokes with crayons, chalk, or paint and move gradually to smaller strokes with pencil.

8. For children who have trouble writing in either form, the teacher provides *writing practice* by giving them individual letter cards. Since the writing activities are connected directly to the formation of words to read, this activity meets the *writing-reading objective* without making children who have trouble writing meet with failure.

9. Some children have trouble going from one symbol to another. Teacher lets these children match pairs of upper- and lowercase letters in both cursive and manuscript forms.

Special Recommendations:

The use of one or both forms of writing and the rate of introduction of each or both *should be left to the teacher's discretion.*

It is important to remember that association of sounds with letters (so the child can make words and sentences) is more important than the ability to write the letters.

PRE-WRITING ACTIVITIES: MANUSCRIPT

1. Left-to-Right Progressions
   - a. The purpose of these exercises is to accustom the children to move from left to right across the page and to follow the shapes and contours on various lines in a left-to-right direction.
   - b. Initially, the teacher has the children follow her hand along the board in a left-to-right direction.
   - c. Then the children trace a line on the board from left to right.
   - d. Finally they do exercises on paper (such as labyrinths which combine moving from left to right with vertical movements).

2. Tracing Activities without Paper
   - a. Teacher traces with her finger letters in the air, letters on the board, and sandpaper or felt letters.
   - b. The children copy what the teacher is doing.

3. Tracing Activities with Paper
   - a. Teacher begins by making large letters and figures using large pencils or crayons; the children do the same. Later work is done with progressively smaller figures.
   - b. Children trace dotted lines, curves, shapes, letters, and words.

4. Visual Discrimination of Manuscript Letters
   - a. Teacher gives the child a variety of exercises in which he has to find letters that are the same or different.
   - b. Teacher gives the child exercises in which he has to match the capital letter with the small letter.

c. Teacher gives the child exercises in which he has to discriminate syllables and words that are alike.

5. Writing the Child's Name or Initials

a. Most children enjoy learning to write their names or their initials, even before they begin other kinds of writing activities, so that they can personalize their work.
b. This kind of work should be done frequently.

6. Actual Writing without Tracing

a. The children form the figures themselves without tracing.
b. Following the teacher's model on paper (dittos), the children practice writing straight lines, slanted lines, curves, circles, letters, syllables, and words.
c. This work begins simply and at the board and gradually increases in difficulty to unlined paper and smaller figures.

INTRODUCTION OF LETTERS

VOWELS

GENERAL APPROACH TO TEACHING VOWELS

Letter-Sound Relationships

1. It is probably more beneficial for the children if the teacher works with small groups.

2. Teacher should meet with small groups of children for short periods of time.

3. Teacher introduces a letter-sound and does a small follow-up activity with a few children sitting around her. Meanwhile the other children are engaged in a variety of activities (looking at picture books, listening to a tape, practicing writing, practicing visual discrimination, working on independent composition activities, etc).

4. Some children move more rapidly than others. Some children have more difficulty than others in mastering the rather abstract concept of graphic symbols representing sounds. The smaller the grouping, the more efficiently will individual needs be met.

5. The basic and follow-up activities suggested in the following pages are constructed for small groups of children or for individual children with a minimum of direct assistance from the teacher.

6. Many of these activities are designed to reinforce what the teacher has already introduced to the children in a direct teaching situation.

Special Recommendations:

Teacher begins with the introduction of one vowel and does several exercises which stress the vowel in the initial position in words.

This first sound is contrasted with consonant sounds in the initial position. This activity is done with picture cards; for example: *ángel, abeja, agua, anillo*, etc., and *dientes, dado, dedo, dinero*, etc.

All the cards of words that begin with the vowel are placed in one pile, and all the cards of words that begin with the consonant, in another pile. The stress is on auditory discrimination at the beginning of words.

For subsequent vowel sounds, the teacher stresses discrimination of two vowels that are articulated differently. The children use the actual movements of their mouths as well as their auditory discrimination abilities to help them.

Teacher may choose to introduce any one of the five vowels first.

Subsequently introduction should focus on vowels that vary greatly in articulation. For example, the teacher moves in this order:

- Begins with i
- Contrasts i with u
- Contrasts u with a
- Contrasts u with i
- Contrasts o with a
- Contrasts o with i
- Contrasts o with u
- Contrasts o with e
- Contrasts e with other vowel sounds

At the beginning only two sounds at a time should be distinguished; later the children should be able to distinguish three, four, and five sounds.

THE RHYMES AND STORIES MAY BE USED AS SUPPLEMENTS TO THE MATERIALS IN *PUEDO LEER*, IN PLACE OF SOME ACTIVITIES, OR IN ADDITION TO SOME ACTIVITIES, DEPENDING UPON THE NEEDS OF THE TEACHER.

TEACHING OF THE LETTER "E" e /e/

INTRODUCTION OF LETTER-SOUND

1. Teacher writes an e on the board or on a sheet of paper or shows the children an e written on a card.

2. Teacher points to the letter and pronounces it, telling the children that this letter makes the sound e.

3. Teacher pronounces the sound several times. She has the group and then individual children repeat the sound.

4. Teacher then explains that this sound begins many words, such as *escuela, elote, estrella,* etc.

5. Teacher shows the children pictures of *escuela, elote,* and *elefante* and pronounces each of the words several times, stressing the initial sound. Then the children repeat what the teacher pronounces.

6. Teacher shows the children several other picture cards of words beginning with e, such as *estrella, escritorio, escalera, escoba,* etc. Both teacher and children pronounce the words several more times.

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher brings in several cards that have pictures of items beginning with e. Teacher and children go over the cards, pronouncing the e especially carefully.

2. Individual children use picture cards of items that begin with e. Beneath each picture the teacher prints the name of the item. Teacher duplicates a word card for each of the picture-word cards. The child or children match the word to the picture-card and pronounce the word, reading it with the aid of the picture.

3. Teacher makes picture-word cards on which she prints the first letter of the word in a different color of ink. To use these cards, a child or groups of children first pronounce the word, then the sound that is a different color, and then the word again. The child or children should also point to the first sound (letter).

4. The teacher makes a set of picture cards that contrast the letter e in the initial position with another letter, such as d or f, in the initial position. She also provides two master picture cards, one for each sound. Each master card shows a picture and the first letter-sound of that picture. The children can use the masters as models. The child or children using the set put all the cards with the same beginning sound together.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture-Word Game

   a. Teacher makes a set of picture-word cards, choosing pictures that begin with e. For example: *elote, elefante, escuela, estrella, escoba, escalera, enano, estufa, estampilla.*
   b. To emphasize the sound visually as well as aurally, the teacher prints the initial letter of each word in a different color from the rest of the word.
   c. Working with a group of children, the teacher goes over each picture-card. She models the pronunciation of the word for the children and gives slight emphasis with her voice to the initial sound. The children repeat the words.
   d. Teacher then has several of the children play "teacher." They use the same word cards and procedure that she has demonstrated.

2. Picture Lotto Game

   a. Teacher makes picture-lotto cards using the following: *estrella, elefante, elote, enano, escuela, escoba, estufa, estampilla.* Five pictures are used per lotto card.

b. The teacher gives each participant in the game a lotto card and markers that have the letter e on them.
c. Teacher then shows the children the picture-word cards from the previous game one by one. She pronounces each word and has the children pronounce it. If a child has the matching picture on his lotto card, he covers it with a marker. As he covers his card, he must pronounce the name of every picture he has covered.
d. The first child who fills his card is the winner.

3. Picture Dictionary

a. Teacher gives each child a sheet of paper on which the various forms of e are written (this worksheet may be done on a ditto).
b. Teacher instructs the children to cut out the forms and paste them on another sheet of paper.
c. Below the letters the children draw two or three pictures of words beginning with e.
d. If the children have difficulty drawing, the teacher gives them ditto sheets showing pictures of items beginning with e.
e. Children cut and paste some of these pictures on their sheet of paper below the letters.
f. These first pages should be saved so they can become part of a picture dictionary.
g. A page will be made for each letter as it is studied. The dictionaries should be made with heavy construction paper or tagboard, held together with staples or brass paper holders.

4. Writing the Letter e.

a. Teacher leads the children in writing the letter.
b. Teacher models writing e on the board for the children. (She should teach only one form at a time.) She writes several e's and pronounces them as she writes.

c. Children then write the e in the air and repeat its pronunciation as they form it.

d. Having written in the air (and on the board if the teacher wishes to call certain children to do so), the children write e's on paper under the teacher's direction. As they write the letter over and over, they pronounce its sound.

e. Instead of trying to cover all the forms in one lesson, the teacher has the children practice the different forms of the letter on successive days for brief periods of time.

TEACHING OF THE LETTER "I" i /i/

INTRODUCTION OF LETTER-SOUND

1. Teacher writes an i on the board or on a sheet of paper or shows the children a card on which the letter i appears.

2. Teacher points to the letter and pronounces i, telling the children that this letter makes the sound i.

3. Teacher pronounces the sound several times. The group and then individual children repeat the sound.

4. Teacher then explains that this sound begins many words, such as *indio* and *iglesia*.

5. Teacher shows the children pictures of *indio* and *iglesia* and pronounces each of the words several times, always stressing the initial sound. Children repeat what she pronounces.

6. Teacher shows the children several other picture cards of words that begin with i (*imán*, *isla*, *iglú*, etc). Both the teacher and the children pronounce the words and the sound i several more times.

7. Teacher asks the children if they can think of other words that begin with the letter i. This task might be difficult for many children. If the activity becomes a guessing game, it should be stopped.

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher brings in several cards that have pictures of items beginning with i. Teacher and the children go over the cards, pronouncing the i especially carefully.

2. Individual children use picture-word cards. These cards consist of pictures of items beginning with i. Teacher prints the name of

the item beneath each picture. Teacher duplicates a word card for each picture-word card. The child or children match the word to the picture-word card and read it with the aid of the picture.

3. Teacher makes picture-word cards in which the first letter of each word is printed in a different color ink. A child or group of children pronounces the word first, then the sound that is a different color, then the word again. The child or children also point to the first sound (the first letter).

4. Teacher makes a set of picture cards that contrast the letter i at the beginning of words with another letter in the initial position (a consonant such as p or f). The teacher also provides two master picture cards, one for each sound. Each master card has a picture and the first letter-sound of that picture. The children use these cards as models for the picture-word cards. The child or children using the picture cards put all the cards with the same beginning sound together, such as *indio* and *isla*. The cards can be marked on the back with the correct beginning letter.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture-Word Game

   a. Teacher makes a set of picture-word cards, choosing pictures that begin with i, such as *imán, isla, indio, iglesia, insecto, iglú*.
   b. Teacher prints the initial letter of the word in a different color from the rest of the word to emphasize the sound visually as well as aurally.
   c. Working with a group of children, the teacher goes over each picture-word card, modeling the pronunciation of the word for the children and giving slight emphasis with her voice to the initial sound.
   d. Teacher has the children repeat the words. Then she has several of the children play

"teacher"; they use the same word cards and procedure that she has demonstrated.

2. Picture-Word Game Contrasts

   a. The teacher mixes up the picture-word cards made for the sounds i and e. She tells the children that they are to put all the cards that begin like *elote* in one pile and all the cards that begin like *indio* in another pile.
   b. Then the teacher holds up one card at a time, and the children tell her which pile it should be in. Again, teacher and children pronounce the words, giving emphasis to the initial sounds.

3. Letter-Sound Contrasts

   a. Teacher gives the children letter cards for e and i. Then she tells the children that when she pronounces the i, they are to raise their i cards; when she pronounces the e, they are to raise their e cards.
   b. At first the game is played with only the letters being pronounced. Later the teacher pronounces words that begin with i and e. The children hold up the cards that represent the beginning sounds of the words.
   c. This game is played in small groups so the teacher can observe children who are having trouble.

4. Picture Dictionary

   a. Teacher gives each child a sheet of paper on which the various forms of i are written. (This worksheet may be done on a ditto.)
   b. Teacher instructs the child to cut out the forms and paste them on another sheet of paper.
   c. Below the letters each child draws two or three pictures of words beginning with i. If the children have difficulty drawing, the teacher gives them ditto sheets showing various objects beginning with i.

d. The children cut and paste some of the ditto pictures below the letters on their sheets of paper. These pages are saved so they can be put with others into individual picture dictionaries.

e. A page is made for each letter as it is studied. The dictionaries should be made with heavy construction paper or tagboard, held together with staples or brass paper holders.

5. Pipe Cleaner Letters

a. Teacher gives each child several pipe cleaners. She asks the children to make the letter that sounds like i. The children make i's with their pipe cleaners.

b. Then the teacher asks the children to think of other words that begin with i.

c. The same procedure is followed for e. The teacher goes back and forth, giving words that begin with e and i.

d. The pipe cleaners can be straightened out so they can be reused.

6. Picture-Word Cards - Independent Activity

a. Teacher makes another set of picture-word cards for e and i. This time she puts a flap over the first letter of the word on each card. One or two children at a time should work with these cards.

b. The children look at the picture and name the initial letter.

c. Then they lift the flap to see if their answers were correct.

7. Team Game

a. Teacher divides the children into two teams. They line up near the blackboard.

b. Using picture cards of objects that begin with e and i, the teacher shows one child at a time a picture and pronounces the word it represents.

c. The child goes to the board and writes the first letter of the word pronounced.

d. Teacher goes back and forth between members of the two teams. A team gets a point if the child is able to identify the first letter of the word pronounced.

e. The winning team is the team which scores fifteen points first.

8. Writing the Letter i

a. Teacher models writing the i for the children. (She should teach only one form at a time of the forms she has chosen to teach.) She writes several i's and pronounces them as she writes them.

b. After the teacher has written the i on the board, the children write it in the air. They pronounce the letter as they form it.

c. Having written in the air (and on the board if the teacher wishes to call certain children to the board to do so), the children write i's on paper under the teacher's direction. As they write the letter over and over, they pronounce its sound.

d. Instead of trying to cover all the forms in one lesson, the teacher has the children practice the different forms on successive days for brief periods of time.

TEACHING OF THE LETTER "O" o /o/

INTRODUCTION OF LETTER-SOUND

1. Teacher writes an o on the board or shows the children a card on which an o is printed.

2. Teacher points to the letter and pronounces it, telling the children that this letter makes the sound o.

3. Teacher pronounces the sound several times. She has the group and then individual children repeat the sound.

4. Teacher then explains that this sound begins many words such as, *oso*, *ojo*, *ola*, *olla*, etc. At the same time she shows the pictures of these words and pronounces each word several times, stressing the initial sound. The children repeat what she pronounces.

5. Teacher shows the children several other picture cards of words that begin with o, such as *oveja*, *oreja*, *ocho*, *once*, etc. Both the teacher and the children pronounce the words and the sound several more times.

6. Teacher then reviews the sounds previously studied. She uses picture cards and ends with a review of the o picture cards.

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher shows several picture cards of objects that begin with o. The teacher and the children go over the picture cards, pronouncing the o with special clarity.

2. Teacher makes picture-word cards for o. The cards consist of a series of pictures of items that begin with o. Beneath each picture the teacher prints the name of the object. Teacher makes a word card for each picture-word card. The child or children match the word card to the picture-word card and pronounce the word.

3. Teacher prepares picture-word cards in which the first letter of the word is printed in a different color of ink. To use the cards, a child or group of children pronounce the word, then the sound that is a different color, and then the word again. The child or children also point to the initial sound o.

4. The group plays a game with the i and o picture cards. The teacher makes a set of picture cards that contrast these two letters as initial sounds. She also provides the children with master picture cards, one for each sound, to be used as models. These cards show both a picture and the first letter sound of that picture. The children playing the game put all the cards beginning with i in one pile and all the cards beginning with o in the other pile, using the models as guides. This game may be played with three different letter sounds after the children are able to distinguish two vowel sounds easily and accurately.

FOLLOW UP-ACTIVITIES - ENRICHMENT

1. Picture-Word Game

   a. Teacher makes a set of picture-word cards, choosing pictures that begin with o, such as *ojo, oreja, olla, once, ocho, oso, oveja.* Teacher prints the initial letter of each word in a different color from the rest of the word to emphasize the sound visually as well as aurally.
   b. Teacher goes over each picture-word card, modeling the pronunciation of the word for the children and giving slight emphasis with her voice to the initial sound.
   c. Teacher has the children repeat the words; she then has several of them play "teacher," using the same word cards and procedure that she has demonstrated.

2. Picture Dictionary

   a. Teacher gives each child a sheet of paper on which the various forms of o are written (this worksheet may be done on a ditto).

b. Teacher instructs the child to cut out the forms and paste them on another sheet of paper. Below the letters he draws two or three pictures of objects beginning with o.

c. If the children have difficulty drawing, the teacher distributes ditto sheets showing pictures of various items beginning with o. Then the children cut and paste some of these pictures on their sheets of paper below the letters.

d. Each child's page is placed with his other pages in a picture dictionary. As the other letters are studied, a page is made for each letter. The dictionaries are made with heavy construction paper or tagboard, held together with staples or brass paper holders.

3. Picture-Word Game - Contrasts

   a. The teacher mixes the picture-word cards for the sounds o, e, and i. She tells the children to put all the cards that begin with o in one pile, all the cards that begin with i in another pile, and all the cards that begin with e in the third pile. Teacher places a letter card for each sound on the table to label the piles.

   b. Then the teacher holds up one picture-word card at a time, and the children tell which pile to put it in. Both the teacher and the children should slightly emphasize initial sounds as they pronounce the words.

4. Picture-Word Cards - Independent Activity

   a. Teacher makes another set of picture-word cards for o, e, and i. This time she puts a flap over the first letter of the word on each card. One or two children at a time use these picture-word cards.

   b. Children look at each picture and name the initial letter. Then they lift the flap to see if their responses were correct. The children sort the picture word cards into three separate piles according to their initial sounds.

5. Writing the Letter o

    a. The teacher models writing the o on the board for the children. She pronounces the sound as she writes. She writes one form at a time of the forms she has chosen to teach.
    b. Children then write the o in the air and repeat its pronunciation as they form the letter.
    c. Having written in the air (and on the board if the teacher wishes to call certain children to the board to do so), the children write o's on paper under the teacher's direction. As they write the letter over and over, they pronounce its sound.
    d. Instead of trying to cover all the forms in one lesson, the teacher has the children practice the different forms on successive days for brief periods of time.

6. Writing the Letters o, e, and i

    a. After the children have practiced writing the letter o, the teacher gives them several exercises on successive days. They write rows of the three letters studied: o, i, and e.
    b. Then the teacher tells the children to write certain letters, calling out letters at random for them to write.

TEACHING OF THE LETTER "U" u /u/

INTRODUCTION OF THE LETTER-SOUND

1. Teacher writes a u on the board or on a sheet of paper or shows the children a card on which the letter u is written.

2. Teacher points to the letter and pronounces u, telling the children that this letter makes the sound u.

3. Teacher pronounces the sound several times. She has the group and then individual children repeat the sound.

4. Then she explains to the children that this sound begins many words, such as *uno* and *uvas*.

5. Teacher shows the children pictures of *uvas* and *uno* and pronounces the words. She slightly stresses the u. Children repeat the teacher's model.

6. Teacher then shows the children pictures of other objects that begin with u, such as *uña*, *uniforme*, etc. Both the teacher and the children pronounce the words.

7. Teacher asks the children if they can think of other words that begin with u. This activity should not be allowed to turn into a guessing game. It may be particularly difficult for the children to think of words in their vocabularies which begin with u.

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher has several picture cards that show items beginning with u. Teacher and the children go over the cards, pronouncing the u with special clarity.

2. Teacher prepares picture-word cards consisting of pictures of items beginning with u. Beneath

each picture she prints the name of the item. She makes a word card for each of the picture-word cards. The child or children must match the word to the picture-word card and pronounce the word.

3. Teacher makes picture-word cards in which the first letter of each word is printed in a different color of ink. To use these cards, a child or group of children first pronounces the word, then the sound that is a different color, and then the word again. The child or children also point to the first sound of each word (the first letter). Then they sort picture-word cards for two different sounds (i and u), pronouncing word-sound-word as they work.

4. Teacher sets up a game using the i and u picture cards. She makes a set of picture cards showing items beginning with u and items beginning with i. She also provides two master picture cards, one for each sound, for the children to use as models. Each master card contains a picture and the first letter-sound of that picture. The children put all the picture cards beginning with i in one pile and all the picture cards beginning with u in another pile, using the models as sounding-out guides. This distinguishing game should also be played with three different sounds, the two vowel sounds and a consonant sound, after the children are able to distinguish the two vowel sounds easily and accurately.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture-Word Game

   a. Teacher makes a set of picture-word cards, choosing pictures that begin with u, such as *uña, uno, uvas, uniforme.* She prints the initial letter of each word in a different color from the rest of the word to emphasize the sound visually as well as aurally.

b. Working with a group of children, the teacher goes over each picture-word card, modeling the pronunciation of the word for the children and giving slight emphasis with her voice to the initial sound. She has the children repeat the words.

c. Then several of the children play "teacher," using the same word cards and procedure that the teacher has demonstrated.

2. Picture-Word Card Game - Independent Activity

   a. Teacher makes another set of picture-word cards for u, o, i, and e. She puts a flap over the first letter of each word. One or two children at a time use these cards.

   b. Children mix the cards, then choose one at a time. They look at each picture and name the initial letter. Then they lift the flap to see if their responses were correct.

   c. Next they sort the picture-word cards into four separate piles according to their initial sounds.

3. Picture Dictionary

   a. Teacher gives each child a sheet of paper on which the various forms of u are written (this worksheet may be done on a ditto).

   b. Teacher tells the children to cut out the forms and paste them at the top of another sheet of paper. Below the letters they each draw two or three pictures of objects beginning with u.

   c. If the children have difficulty drawing, the teacher gives them ditto sheets showing pictures of various items that begin with u. The children cut out these pictures and paste them under the letters. The pages are put with others into picture dictionaries.

   d. The children make pages for their dictionaries as each letter is studied.

   e. The dictionaries are made with heavy construction paper or tagboard, held together with staples or brass paper holders.

4. Picture Lotto Game

   a. Teacher makes lotto cards using pictures of the following: *elefante, elote, escuela, estrella, isla, indio, iglesia, insecto, imán, ojo, olla, once, oreja, ocho, oveja, oso, uña, uno, uvas, uniforme.* Each card should have eight pictures.
   b. Teacher gives each child markers. She then shows the children picture-word cards, one by one, that correspond to the pictures on the lotto cards. She pronounces each word.
   c. Any child who has a picture on his card which matches the card the teacher is showing covers that square with a marker. The first child who fills his card is the winner.
   d. As each child uncovers his card at the end of the game, he pronounces the name of every picture he has covered.

5. Matching Words to Picture-Word Cards

   a. Teacher prepares a set of word cards which corresponds to a set of picture-word cards (a mixture of all four letters studied).
   b. Individually or in small groups, the children match the words to the picture-word cards according to initial letter. They pronounce each word.

6. Writing the Letter u

   a. Teacher models writing the u on the board for the children. She pronounces the sound as she writes. She writes one form at a time of the forms she has chosen to teach.
   b. Children then write the u in the air and repeat its pronunciation as they form the letter.
   c. Having "written" in the air (and on the board if the teacher wishes to call certain children to do so), the children write u's on paper under the teacher's direction. As they write the letter over and over, they pronounce its sound.

d. Instead of trying to cover all the forms in one lesson, the teacher has the children practice different forms on successive days for brief periods of time.

7. Writing the Letters u, o, i, and e

a. After the children have practiced writing the letter u, the teacher gives the children several exercises on successive days in which they write rows of all the letters studied: u, o, i, and e.

b. Teacher and children play a game in which the teacher calls out the letters at random. The children write as rapidly as they can.

c. For more independent work, the teacher prepares dittos of different letters for the children to copy.

TEACHING OF THE LETTER "A" a /a/

INTRODUCTION OF LETTER-SOUND

1. Teacher writes an a on the board, on a sheet of paper, or on a card which she holds up for the children to see. Then she points to the letter and pronounces a, telling the children that this letter makes the sound a.

2. Teacher pronounces the sound several times. She has the group and then individual children repeat the sound.

3. Teacher then explains that this sound begins many words, such as *anillo* and *ala*. She shows the children pictures of *ala* and *anillo* and pronounces each of these words several times, giving an extra stress to the initial sound. Children repeat what the teacher pronounces.

4. Teacher shows the children several picture cards of words that begin with a, such as *árbol*, *abeja*, *agua*, *ardilla*, etc. Both the teacher and the children pronounce the words and the sound several times.

5. Teacher then quickly reviews the other vowel sounds covered in previous activities. She moves from one set of picture cards to the next, ending with a.

6. Teacher asks the children if they can think of other words that begin with a. Care should be taken that this activity does not become a guessing game.

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher brings several cards that have pictures of items beginning with a. Teacher and children go over the cards, pronouncing the a especially carefully. Then the teacher gives the children picture cards that represent the i and the a. She asks them to discriminate the initial sounds and to group the cards into two piles.

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2. The group plays distinguishing game, using a and u picture cards. This game is described in the Basic Activity 4 in "Teaching of the Letter 'U'." After the children can distinguish two sounds accurately, they move on to the discrimination of the four vowel sounds introduced so far: e, i, o, and u.

3. Individual children use picture word cards. These activities are described in Basic Activities 3 and 4 in "Teaching of the Letter 'U'."

4. At this point the teacher should give some attention to the various vowel sounds at the *end of words*. Teacher uses pairs such as *malo - mala, bueno - buena, niño - niña, tío - tía*. She pronounces each pair and has individual children repeat them, making sure the correct vowel endings are reproduced. Visual-aural activities should follow such completely oral drills.

    a. Teacher holds up the o card when she pronounces *malo* and the a card when she pronounces *mala*, etc. Later, the teacher gives the children cards which they are to hold up when she does.
    b. Later the teacher uses the cards to test the pupil's auditory discrimination of the final sound of words. She asks them to hold up the letter cards that show the last sounds of certain words. Since so many Spanish words end in vowels, it seems sensible to work on final sounds of words at this point. Nonsense words can also be used, but they should not be used exclusively.
    c. To test the children, the teacher changes the last sound of certain words so that they are "wrong." The children raise their hands when they hear a "wrong" word, such as, *estrello, maestru*, etc.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture-Word Game

    a. Teacher makes a set of picture-word cards of words that begin with a, such as *araña, ala, ángel, árbol, avión, anillo, ardilla, aguja*.

   b. Teacher prints the initial letter of each word in a different color from the rest of the word to emphasize the sound visually as well as aurally. Working with a group of children, the teacher goes over each picture-word card, modeling the pronunciation of the word for the children and giving slight emphasis with her voice to the initial sound. The children repeat the words.
   c. Teacher then has several of the children play "teacher," using the same word cards and procedure that she has demonstrated.

2. Picture-Word Cards - Matching Words

   a. Using previously made picture-word cards (a mixture of all five letters studied), the teacher makes a set of word cards that correspond to the picture-word cards.
   b. Children then match the word cards to the picture-word cards. They sort the cards and pictures according to initial letter and pronounce each word.

3. Picture-Word Cards - Independent Activity

   a. Teacher makes anothr set of picture-word cards for objects that begin with a, e, i, o and u.
   b. She puts a flap over the first letter of each word. One or two children at a time use these cards.
   c. The children mix the cards and then draw them one at a time. They look at the picture and name the initial letter. They then lift the flap to see if their responses were correct.
   d. Children sort the picture-word cards into five separate piles according to their initial sounds.

4. Matching Letters

   a. Teacher makes a complete set of letter cards for the five letters studied. The set includes both manuscript and cursive, capital and small letters.

   b. The child or children match the capital letters with the small letters and the manuscript forms with the cursive forms.

5. Picture Dictionary

   a. Teacher gives each child a sheet of paper on which the various forms of a are written (this worksheet may be done on a ditto).
   b. Teacher tells each child to cut out the forms and paste them at the top of another sheet of paper. Below the letters each child is to draw two or three pictures of objects that begin with a.
   c. If the children have difficulty drawing, the teacher gives them ditto sheets showing pictures of various items that begin with a. The children cut out these pictures and paste them onto their sheets of paper below the letters.
   d. These pages are saved so they can be put with others into picture dictionaries. As the other letters are studied, the children make pages for their dictionaries.
   e. The dictionaries are made with heavy construction paper or tagboard, held together with staples or brass paper holders.

6. Bingo

   a. Teacher makes several bingo cards. The five vowels appear at random on the squares under BINGO.
   b. Teacher prepares picture-word cards with the first letter of each word covered up. Each picture-word card also has one of the letters B, I, N, G, O on it. These picture-word cards include all five vowel sounds in the initial position.
   c. To play the game, each child receives a bingo card and some markers. Then the teacher (or another caller) goes through the stack of picture-word cards. She calls out first the letter of the row (B, I, N, G, O) and then the name of the picture.

d. Any child who has the letter that begins the word in the given row covers that letter with a marker. The game is played until a child fills a row or his entire card.

7. Writing the Letter a

   a. Teacher models writing the a for the children. She pronounces the sound as she writes. She writes one form at a time of the forms she has chosen to teach.
   b. Children then write the a in the air and repeat its pronunciation as they form the letter.
   c. Having written in the air (and on the board if the teacher wishes to call certain pupils to do so), the children write a's on paper under the teacher's direction. As they write the letter over and over, they pronounce its sound.
   d. Instead of covering all the forms in one lesson, the teacher has the children practice different forms on successive days for brief periods of time.

8. Writing the Letters a, e, i, o, and u

   a. After the children have practiced writing the letter a, the teacher gives them several exercises on successive days. They write all the letters studied: a, e, i, o, and u.
   b. The teacher and children also play a game together. Teacher calls out the letters at random, and the children write as rapidly as they are able.
   c. For more independent work, the teacher prepares dittos of several letters for the children to copy.
   d. Children work these dittos independently.

FOLLOW-UP ACTIVITIES FOR ALL THE VOWELS

1. Constructing Letters

    a. Letters can be constructed from wire, sandpaper, felt, cardboard, etc.
    b. Children trace around the letters with their fingers and pronounce the sound of each letter as they trace.

2. Picture Card Game

    a. Teacher hands the children wire or sandpaper letters.
    b. She holds up, one at a time, pictures of various objects that begin with certain vowel sounds.
    c. Children hold up the letter that corresponds to the vowel sound. They pronounce both the entire word and the vowel sound.

3. Matching Game

    a. Teacher gives the children the capital and small vowels (cursive and manuscript or manuscript only). They play a game, matching the capital with the small letters and pronouncing the sound of each vowel.
    b. Children also pronounce a word that begins with a given vowel sound.

4. Bingo Games with the Vowel Sounds

    a. Children receive small bingo cards with the vowels written on them.
    b. Teacher or one of the children uses the picture-word cards that go with the game and calls out the words. If the pupil has the appropriate beginning vowel on his card, he covers it.
    c. The child with a full card wins.

5. Writing Vowels on Paper and on the Board

    a. Children practice, for brief periods of time, writing the letters in cursive and/or manuscript.
    b. As they write the letters, they also pronounce the sounds of the letters. This activity should be done at the board and/or on paper.

INTRODUCTION OF LETTERS

CONSONANTS

GENERAL APPROACH TO TEACHING THE CONSONANTS

Letter-Sound Relationship

1. Each consonant sound is introduced in the initial position in a word, e.g., *sopa, saco, seco.* Picture-word cards and word cards are used for this activity.

2. The letter that represents a particular consonant sound is combined first in syllables (e.g., *sa, se, si,* etc. or *as, es, os)* and then in words (e.g., *masa, asa, casa).*

3. To reinforce the idea that words are made of separate components, three- or four-letter words are broken down into syllables, e.g., *me-sa, o-so, a-sa, pa-sa.* This activity is done in addition to work with picture-word cards.

4. Children practice *composing* phrases and sentences. They also practice *reading* phrases and sentences.

5. Teacher should refer to the secion on Lesson Development for each consonant in *Puedo Leer.*

FOLLOW-UP ACTIVITIES FOR ALL THE CONSONANTS

1. Picture Card Game

    a. Teacher gives each child a packet of picture-word cards. The words begin with two distinct sounds. All the letters except the first one are printed for each word. The cards are self-checking with the correct first letters on the backs.
    b. Teacher gives each child two master letter cards, one for each initial sound.
    c. The child puts each picture card under the letter which begins the word.

2. Sorting Picture Cards

    a. Teacher and children play a game with picture cards. She gives each child a packet of picture cards which begin with two distinct consonant sounds - pictures such as *mamá*, *melón*, *mapa*, *mesa*, *masa*, etc., and *pelota*, *pipa*, *pájaro*, *papá*, etc. The cards should be made self-checking on the back.
    b. The child sorts the pictures into two piles.

3. Matching

    a. Teacher gives each child a packet of picture-word cards and a packet of word cards which match the pictures.
    b. The child matches the word to the picture-word card, using the word on the picture-word card to help him. Then he reads the picture-word cards and the word cards.

4. Charts

    a. Teacher makes a set of small charts to help the children gradually manipulate consonant and vowel elements (chart practice).
    b. The charts should be used in the same order as they are presented in the Card Set called *Use of Charts* and after the basic activities for each consonant.

TEACHING OF THE LETTER "S" s /s/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using items that begin with s, such as *sopa, soda, seis, siete*, etc. One or two children at a time play the game. The child or children match each word card to a picture-word card and then pronounce the word. Later, the pupils sound out just the word cards, without using the picture referents.

2. Teacher plays a syllable and letter game with the children. Teacher makes letter and syllable cards for the children to manipulate. Working in small groups, the children work with these elements to make both real and nonsense words. The children work in pairs and practice having their partners sound out the nonsense words they make.

3. This activity is done with word cards in a pocket chart. The teacher divides the words *Susi, Saso, oso, osa, osos*, and *ese* into syllables and models the pronunciation of each syllable for the children. Then the children pronounce the syllables. After the teacher has divided the words systematically, the children pronounce syllables that the teacher points to at random. The children also play a syllable game with each other: one child flashes syllable cards for the other children to pronounce.

4. Syllable and Word Chart #1 is based on the words that are used on Sentence Chart #1. The words have been broken down into syllables. The teacher uses the chart to reinforce the elements that have already been studied. A small group of children read the syllables and words that appear on the chart. The teacher points at random to the elements, and the children read them. Stress is on decoding as rapidly as possible.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Teacher can use the activity as outlined in the section on vowels.

2. Whole Sentences and Words

    a. These activities are done in small groups with the pocket chart. Teacher puts up cartoon pictures of two bears, one male and one female; then she puts the name *Susi* under the female and the name *Saso* under the male. She models the names of the bears for the children and has them repeat the names while they are looking at the name cards. Later she reviews the names of the bears.
    b. Using word cards, the teacher then sets up two sentences such as *Ese es Saso, Saso es un oso.* She models these sentences for the children and has the group and then individuals repeat the sentences. Then she frames individual words in the sentence and has a child tell what each word is.
    c. Teacher removes the first two sentences from the pocket chart and puts up two more sentences, such as *Esa es Susi, Susi es una osa.* Again the teacher models the sentences for the children and has them read the sentences and some of the individual words.
    d. In another lesson, the teacher sets up the final sentences: *Ese oso se asea, Esos son seis osos.* She repeats the same modeling and framing procedures. These exercises should be short and should be reviewed as needed on subsequent days.

3. Use of Sentence Chart #1

    a. This chart should be used to reinforce the sentence patterns that were introduced in Follow-Up Activity #2. The teacher shows the chart to a small group of children and has various children read the sentences.
    b. Then pairs of children use the chart and read the sentences to each other.

4. Composing Sentences

   a. Teacher gives the children word cards that begin with s.
   b. Either on their own or from dictation by the teacher, the children make two or three sentences using these cards.

5. Writing the Letter s

   a. Teacher models the writing of several s's for the children. The children then write s's on paper under the teacher's direction.
   b. After the children have practiced writing the letter in isolation, they write syllables using the vowels they have already studied. As they write the syllables *sa*, *se*, *si*, *so*, *su*, they pronounce them following the teacher's model.
   c. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "D" d /d/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with d, such as *dos, diez, dientes, dinero, dedo, dado*, etc. One or two children at a time play the game. The child matches each word card to its picture-word card and then pronounces the word. Then the children sound out just the word cards without using the picture referents.

2. This activity should be done with word cards in a pocket chart. Teacher divides words such as *Didi, soda, dados, dedos, día*, and *dudo* into syllables. She divides the words, one at a time, and models the pronunciation of each syllable for the children. Then the children pronounce the syllables. Next the children pronounce syllables that the teacher points to at random. The children may also play a syllable game with each other: one child flashes syllable cards for other children to pronounce.

3. Teacher gives the children cards of the words that appear in Sentence Chart #2. Either on their own or from dictation by the teacher, the children make two or three sentences using these cards.

4. Sentence Chart #2 should be used to reinforce the sentence patterns that have been introduced in Basic Activity #3. Working with a small group, the teacher has several children read the sentences. Then pairs of children read the sentences from the chart to each other.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for the vowels.

2. Use of Syllable and Word Chart #2

    a. This chart is based on the words which appear on Sentence Chart #2. The chart is to reinforce the elements that have already been studied.
    b. Teacher has a small group of children read the syllables and words that appear on the chart, pointing at random to the elements. Stress should be on decoding as rapidly as possible. Children should also quiz each other.

3. Syllable and Letter Games

    a. Teacher makes letter and syllable cards for the children to manipulate. Small groups of children work with these elements and make both real and nonsense words.
    b. Children work in pairs and practice having their partners sound out the real and nonsense words they make. They may also work individually and sound out the words they make.

4. Whole Sentences and Words

    a. These activities are done in small groups. The teacher puts a cartoon picture of a figure on a pocket chart.
    b. Teacher puts the name *Didi* under the figure and tells the children that the figure's name is *Didi.* The children repeat the name.
    c. Next the teacher puts up the sentence: *Ese es Didi.* She then reads the sentence, and the children read it after her.
    d. Teacher then puts up the sentences: *Esa es una soda, Tiene una soda.* She uses picture-word cards. Teacher models each sentence for the children, and they repeat. She also frames one or two words in each sentence for individual children to read.
    e. In the same lesson or later, the teacher removes the sentences from the pocket chart, and puts up two new sentences: *Es un día de sol, Didi tiene sed.* The same modeling and framing strategies are used.

f. Later the teacher puts the following sentences on the pocket chart: *Esos son dos dados, Esos son dos dedos.* These sentences should be accompanied by picture-word cards. The modeling and framing techniques are used.

5. Writing the Letter d

   a. Teacher models writing several d's for the children and pronounces them as she writes. Children then write d's on paper under the teacher's direction.
   b. After the children have practiced writing the d in isolation, they write it in syllables. As they write the syllables *da, de, di*, etc., they also pronounce them following the teacher's model. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "T" t /t/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word and word cards, using pictures of items that begin with t, such as *tío, tía, tela, té, taco,* etc. One or two children at a time play the game. They must match each word card to the corresponding picture-word card and then pronounce the word. Next the children must sound out just the word cards without using the picture referents.

2. This activity should be done with word cards in a pocket chart. Teacher divides the words *Soto, Tato, tío, tía, siete, tiene,* and *esto* into syllables, one word at a time, and models the pronunciation of each syllable for the children. Then the children pronounce the syllables. After the teacher has divided the words systematically, the children pronounce syllables that the teacher points to at random. The children also play a syllable game with each other in which one child flashes syllable cards for the other children to pronounce.

3. These activities for words and whole sentences should be done in small groups.

   a. Teacher puts up on the pocket chart cartoon pictures of two figures, one male and one female. She puts the names *Tato* and *Susi Soto* under the pictures and tells the children the characters' names. The children repeat the names.
   b. Teacher then makes the following sentences on the pocket chart: *Susi Soto es tía de Tato, Su tía es Susi Soto.* She then models the sentences for the children; and the children, in a group and individually, repeat the sentences.
   c. Teacher then frames the words *tío* and *tía* with her hands, and the children read the individual words that are framed. The teacher follows the same modeling and framing strategies for the following sentences

on the pocket chart: *Tato tiene dos dados, Tato tiene siete tíos, Susi toma todo el té, ¿Qué es esto?, Es té.*

d. Teacher, in these activities, always moves from the whole sentence down to the individual word. She takes as much or as little time as is necessary with each small group to assure that the children are able to read the sentences.

4. Syllable and Word Chart #3 is based on the words from Basic Activity #3 that have been used in sentences and broken down into syllables. The chart should be used to reinforce the elements that have already been studied. The teacher points randomly to the elements and has a small group of children read, individually and in a group, the syllables and words that appear on the chart.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for vowels.

2. Syllable and Letter Games

   a. Teacher makes letter and syllable cards that the children manipulate. Working in small groups and individually, children make both real and nonsense words from these elements.
   b. Children work in pairs and practice having their partners sound out the real and nonsense words they make.
   c. Individually, the children sound out their own word creations. All the combinations of letters and syllables studied so far should be included.

3. Use of Sentence Chart #3

   a. This chart is to be used as a reinforcer for the sentence patterns that were introduced and studied in Basic Activity #3.
   b. Using the chart with a small group, the teacher has several of them read the sentences. Later pairs of children read the sentences from the chart to each other.

4. Composing Sentences

   a. Teacher gives the children copies of the word cards that appear in Basic Activity #3.
   b. Either on their own or from dictation by the teacher, the children make two or three sentences using these cards. They also copy sentences from Sentence Chart #3. The teacher gives them picture-word cards from previous lessons to combine into sentences.

5. Writing the Letter t

   a. Teacher models the writing of several t's for the children and pronounces them while she writes.
   b. Children then write the t on paper under the teacher's direction.
   c. After the children have practiced writing the t in isolation, they write it in syllables. As they write the syllables *ta*, *te*, *ti*, etc., they also pronounce them, first after the teacher's model and then independently.
   d. Teacher and children review the syllable elements made with s and d. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "L" l /l/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with l, such as *lápiz*, *leña*, *Lalo*, *lima*, *luz*, etc. One or two children at a time play the game. The child must match each word card to the corresponding picture-word card and then pronounce the word. Later, the children sound out just the word cards without using the picture referents. To make the task more complex, the children work with cards for all the consonants studied.

2. Teacher makes letter and syllable cards for the children to manipulate. Working in small groups or individually, the children make both real and nonsense words from these elements. They work in pairs and practice having their partners sound out the real and nonsense words they make. Individually, the children sound out their own word creations. Letters and syllables for all the consonants studied so far should be included.

3. This activity should be done with word cards in a pocket chart. Teacher divides the words *Lola*, *Lulú*, *Lalo*, *lodo*, *sale*, *sol*, and *lata* into syllables. The teacher divides the words into syllables, one word at a time, and models the pronunciation of each syllable. Then the children pronounce the syllables. After the teacher has divided the words systematically, the children pronounce syllables the teacher points to at random. The children also play a syllable game with each other in which one child flashes syllable cards for the other children to pronounce.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same as the activity for vowels.

2. Whole Sentences and Words

a. These activities should be done in small groups. Teacher puts cartoon pictures of two boys and two girls on the pocket chart.
b. Teacher puts the names *Luis* and *Lalo* under the pictures of the boys. Under the girls the teacher puts the names *Lola* and *Lulú*.
c. Teacher says the names, and the children repeat after her. Then she sets up the sentences: *Esta es Lulú*, *Este es Luis*, *Esta es Lola*. Then the children read them.
d. Teacher then sets up the sentence: *Lalo está solo*. She models the sentence for the children, and the children repeat it. Teacher substitutes *Luis* for *Lalo* and has the children read the sentence.
e. Teacher sets up the sentence: *Lola esta sola*. The children read it after the teacher's model. *Lulú* is then substituted for *Lola*, and the children read the sentence. Teacher frames the words *Luis*, *solo*, and *Lola* for the children to read individually.
f. She uses the same modeling, substituting and framing strategies for these sentences: *Luis está en la sala*, *Lalo está en el sol*, *Leti está en el lodo*. In these activities the teacher moves from the whole sentence down to the individual word. The teacher takes as much or as little time as is necessary with each small group to assure that the children are able to read the sentences.

3. Composing Sentences

a. Teacher gives the children copies of the word cards that appear in Follow-Up Activity #2.
b. Either on their own or from dictation by the teacher, the children make two or three sentences using these cards.
c. They also copy sentences from Sentence Chart #4.
d. Teacher also gives the children words from previous lessons so they can practice combining words from several lessons into sentences.

4. Use of Sentence Chart #4

   a. This chart is to be used as a reinforcer for the sentence patterns that have been introduced and studied in Follow-Up Activities #2 and #3. Using the chart with a small group, the teacher has several children read the sentences.
   b. Later pairs of children use the chart and read the sentences to each other.

5. Use of Syllable and Word Chart #4

   a. This chart is based on the words used in Sentence Chart #4. The words have been broken down into syllables. Syllable and Word Chart #4 is used to reinforce the elements that have already been studied.
   b. Teacher points at random to syllables and words that appear on the chart and has a small group of children read the elements. She stresses decoding as rapidly as possible.

6. Writing the Letter l

   a. Teacher models the writing of several l's for the children.
   b. Children then write the l on paper under the teacher's direction. After the children have practiced writing the letter in isolation, they write it in syllables. As they write the syllables *la, le, lu, al, el, ul,* etc., they pronounce them after the teacher's model.
   c. The group also reviews syllable combinations made with the consonants already studied. Such work may be done for brief periods of time over several days.

TEACHING OF THE LETTER "M" m /m/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with m, such as *mamá*, *mesa*, *mata*, *mano*, *masa*, etc. One or two children at a time play the game. They match each word card to the corresponding picture-word card and then pronounce the word. Later, the children sound out just the word cards without using the picture referents.

2. This activity should be done with word cards in a pocket chart. Teacher divides the words *Tomás*, *mamá*, *mata*, *amo*, *ama*, *toma*, *dame* and *mesa*, one word at a time, into syllables. She models the pronunciation of each syllable. Then the children pronounce the syllables. After the teacher has divided the words systematically, the children pronounce syllables the teacher points to at random. They also play a syllable game with each other in which one child flashes syllable cards and the other children pronounce them. Emphasis is on recognition of the syllable elements.

3. Syllable and Word Chart #5 is based on the words in the previous exercise; the words have been broken down into syllables. The chart is used to reinforce the elements that have already been studied. The teacher points at random to the syllables and words and has a small group of children read the elements. Stress should be on decoding as rapidly as possible.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same as the activity for vowels.

2. Whole Sentences and Words

    a. These activities should be done in small groups. Teacher puts up on the pocket chart two cartoon figures, one of a mother bear and one of a boy bear.

b. Under the pictures the teacher puts the words *mamâ* and *Tomâs*. Then she models the words for the children, and the children repeat.

c. The teacher then puts up the sentences: *Este es Tomâs, el osito; Esta es la mamâ osa.* Children read the first sentence. The teacher models the second sentence, and the children repeat it.

d. Teacher frames the words *mamâ* and *Tomâs*, one at a time, and has individual children read the framed words.

e. Teacher follows the modeling, substituting, and framing strategies for the sentences: *Amo a mamâ osa; Tomâs toma tê; Mamâ toma tê; Dame mâs tê; Dame mas tê, Tomâs.* She substitutes one word for another in each sentence.

f. In these activities the teacher always moves from the whole sentence down to the individual word.

g. Teacher takes as much or as little time as is necessary with each small group to assure that the children are able to read the sentences. Some children will need much more modeling than others.

3. Syllable and Letter Games

    a. Teacher makes letter and syllable cards for the children to manipulate. Small groups or individual children work with these elements to make both real and nonsense words.

    b. Children work in pairs and practice having their partners sound out the real and nonsense words they make. Individually, the children then sound out their own word creations.

    c. Individual letters and syllables for all the consonants studied so far should be included.

4. Composing Sentences

   a. Teacher gives the children copies of the word cards from Follow-Up Activity #2. Either on their own or from dictation by the teacher, the children make two or three sentences using these cards.
   b. They also copy sentences from Sentence Chart #5. Then the teacher gives them words from previous lessons so they can practice combining words from several lessons into sentences.

5. Use of Sentence Chart #5

   a. This chart should be used to reinforce the sentence patterns that have been introduced and studied in Follow-Up Activities #3 and #4.
   b. Using the chart with a small group, the teacher has various children read the sentences.
   c. Later pairs of children use the chart and read the sentences to each other.

6. Writing the Letter m

   a. Teacher models the writing of several m's for the children.
   b. The children then write the m on paper under the teacher's direction. After the children have practiced writing the m in isolation, they write syllables. As they write the syllables *ma*, *me*, *am*, *em*, etc., they also pronounce them after the teacher's model.
   c. The group also reviews the syllable combinations made with d, s, and t. Such work should be done for brief periods of time over several days.

4. Children read both across and down the following exercises. Emphasis is on accuracy rather than meaning.

pa	*pe*	*pi*	*po*	*pu*
sa	*se*	*si*	*so*	*su*
ma	*me*	*mi*	*mo*	*mu*
la	*le*	*li*	*lo*	*lu*
ta	*te*	*ti*	*to*	*tu*
al	*el*	*il*	*ol*	*ul*
as	*es*	*is*	*os*	*us*
am	*em*	*im*	*om*	*um*

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same as the activity for vowels.

2. Whole Sentences and Words

    a. These activities should be done in small groups. Teacher puts a cartoon picture of a toad on the pocket chart.
    b. Teacher puts the name *Pepe* under the picture and tells the children that the toad's name is *Pepe*. Children repeat the name.
    c. Teacher then sets up the following sentences: *Este es Pepe, Es un sapo.*
    d. Children read the sentences after the teacher has modeled them. Teacher frames the word *Pepe*, and individual children tell her what the word is. This procedure is repeated for *sapo*.
    e. Teacher then sets up the sentences: *Pepe es papá de Polo, Pepe no tiene pelo.* She follows the same modeling and framing procedures with these new sentences.
    f. The modeling, substituting and framing procedures are followed with the sentences:

Pepe pide la pelota, Pepe pide sopa, Pepe pide papas, Pisa el palo con la pata.

g. In these activities the teacher moves from the whole sentence down to the individual word. She spends as much or as little time as necessary with each small group to assure that the children are able to read the sentences.

3. Use of Syllable and Word Chart #6

   a. This chart is based on the words in the previous exercises. The chart is used to reinforce the elements that have already been studied.

   b. Teacher points to syllables and words at random and has a small group of children read the elements. Stress should be on decoding as rapidly as possible.

4. Composing Sentences

   a. Teacher gives the children copies of the word cards from Follow-Up Activity #2. Either on their own or from dictation by the teacher, the children made two or three sentences using these cards.

   b. They copy sentences from Sentence Chart #6. They are also given words from previous lessons so they can practice combining words from several lessons into sentences.

5. Use of Sentence Chart #6

   a. This chart is to be used as a reinforcer for the sentence patterns in Follow-Up Activities #2 and #4.

   b. Using the chart with a small group, the teacher has several children read the sentences.

   c. Later pairs of children use the chart and read the sentences to each other.

6. Writing the Letter p

   a. Teacher models the writing of several p's for the children. Children then write the p on paper under the teacher's direction.
   b. After the children have practiced writing the p in isolation, they write it in syllables. As they write the syllables *pa, pe, pi*, etc., they also pronounce them after the teacher's model.
   c. The group reviews some syllable combinations made with the other consonants already studied. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "N" n /n/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with n, such as *nudo, nido, nopal, Neto, nana, nada,* etc. One or two children at a time play the game. The children match each word to the corresponding picture-word card and then pronounce the word. Later the pupils may sound out just the word cards without using the picture referents. Picture-word cards for all the consonants studied so far should be included to make the task more complex.

2. This activity should be done with word cards in a pocket chart. Teacher divides the words *Ana, Neto, nana, nada, nido, pino, pone, lana, pana, panal,* and *canal*, one at a time, into syllables. She models the pronunciation of each syllable. Then the children pronounce the syllables as the teacher points to them at random. Children also play a syllable game with each other in which one child flashes syllable cards for the other children to pronounce. Syllables from other lessons should be included at this point.

3. Teacher makes letter and syllable cards for the children to manipulate. In small groups individual children work with these elements to make both real and nonsense words. They may work in pairs and practice having their partners sound out the real and nonsense words they make. Then each child sounds out his own word creations. Individual letters and syllables from all the consonants studied so far should be included.

4. Syllable and Word Chart #7 is based on words from the previous exercises that have been used in sentences. The chart is used to reinforce the elements that have already been studied. Teacher points at random to the elements on the chart and has a small group of children read the syllables and words. Stress should be on decoding as rapidly as possible.

5. Children read the following syllables both across and down. Emphasis should be on accuracy rather than meaning:

na ne ni no nu

la le li lo lu

sa se si so su

ma me mi mo mu

da de di do du

an en in on un

al el il ol ul

am em im om um

as es is os us

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for vowels.

2. Whole Sentences and Words

   a. These activities should be done in samll groups. Teacher puts up on the pocket chart cartoon pictures of two birds, one male and one female.
   b. Under the pictures the teacher puts the names *Ana* and *Neto*. The children repeat the names after the teacher.
   c. Teacher then sets up the question *¿Dónde esta Neto?* and models it for the children. Then the children repeat the sentence. Teacher substitutes *Ana*, and the children read the sentence. Teacher then sets up the sentence *Neto no está aquí*, and the children read it. Again, *Ana* is substituted for *Neto*.
   d. Teacher sets up the sentence *Neto está en el pino* (with picture referent) and models it for the children. The teacher frames the word *pino*, and the children read it.

Teacher substitutes *Ana* for *Neto*. Then she substitutes *nido* for *pino--Ana esta en el nido* (with picture referent). Teacher frames *nido*, and the children read it.

e. The same modeling, substituting, and framing strategies are followed for the sentences: *¿Qué tiene Ana?, No tiene nada, El nido esta en el pino, Ana pone pan en el nido.* In these activities the teacher moves from whole sentences down to individual words.

f. Teacher spends as much or as little time as necessary with each small group to assure that the children are able to read the sentences.

g. Children who learn the sound-to-symbol correspondences rapidly may need almost no modeling at all.

3. Use of Sentence Chart #7

   a. This chart should be used as a reinforcer for the sentence patterns introduced and studied in Follow-Up Activity #2.

   b. Using the chart with a small group, the teacher has various pupils read the sentences. Later pairs of pupils use the chart and read the sentences to each other.

4. Composing Sentences

   a. Teacher gives the children copies of the word cards used in Follow-Up Activity #2. Either on their own or from dictation by the teacher, children make two or three sentences using these cards.

   b. They also copy sentences from Sentence Chart #7.

   c. Teacher gives the children words from previous lessons so they can practice combining words from several lessons into sentences.

5. Writing the Letter n

   a. Teacher models the writing of several n's for the children.
   b. Children then write the n on paper under the teacher's directions.
   c. After the children have practiced writing the n in isolation, they write it in syllables.
   d. As they write the syllables *an, en, un, na, ne, no,* etc., they also pronounce them after the teacher's model. Such work may be done for brief periods of time over several days.

TEACHING OF THE LETTERS "C" c /c/ AND "Q" q /q/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with *ca-, co-, cu-, que-, and qui-*, such as *cama, casa, cuna, cola, queso*, etc. One or two children at a time play the game. They match each word to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents.

2. Teacher makes letter and syllable cards for the children to manipulate. Working in small groups, individual children make both real and nonsense words from these elements. They also work in pairs and practice having their partners sound out the real and nonsense words. Each child should sound out his own word creations.

3. This activity should be done with word cards in a pocket chart. Teacher divides the words *Queta, Cuca, Cuco, casa, cama, cola, come, comen, aquí, queso*, and *tacos*, one word at a time, into syllables. She models the pronunciation of each syllable. Then the children pronounce syllables which the teacher points to at random. The children also play a syllable game with each other in which one child flashes syllable cards for other children to pronounce. Syllables from other lessons should also be included.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Whole Sentences and Words

    a. These activities should be done in small groups. Teacher puts cartoon pictures of three squirrels on the pocket chart. Under the pictures the teacher puts the names *Cuco, Cuca*, and *Queta*.

    b. Teacher reads the names of the squirrels, and the children repeat them. Children then read the names on their own.

c. Teacher puts up the sentence *Esta es la casa de Cuca* (with picture referents of house and animal). Teacher models the sentence for the children, and the children repeat.
d. Teacher substitutes the name *Queta* for *Cuca*, and the children read the new sentence. The teacher frames the words *casa* and *Queta*, and the children read the framed words. Teacher then puts up the sentence *Cuca come tacos*. She models this sentence, and the children read it. Similar substitution and framing strategies are used with this sentence.
e. Modeling, substitution, and framing strategies are used with the following sentences: *Cuco come tacos con queso, Cuco y Cuca comen tacos, Aquí esta Queta, Queta está en la cama, ¿Qué tiene Queta?, Queta está loca.* In these activities the teacher moves from the whole sentence down to the individual word.
f. Teacher takes as much or as little time as necessary with each small group of children to assure that the children are able to read the sentences.
g. Some children who learn the sound-to-symbol correspondences rapidly need almost no modeling at all.

2. Use of Sentence Chart #8

a. This chart should be used to reinforce the sentence patterns that have been introduced and studied in Follow-Up Activity #2. Using the chart with a small group, the teacher has several children read the sentences.
b. Pairs of children use the chart and read the sentences to each other.

3. Syllable Puzzles

a. Teacher cuts each of a set of picture-word cards into two pieces, being careful to cut the word between the syllables. The two pieces should fit back together to make a complete word and picture.

   b. Then the teacher gives the cards to the children, and they put them together to form wholes. Children practice pronouncing isolated syllables and then whole words.

4. Use of Syllable and Word Chart #8

   a. This chart is based on words used in sentences in previous exercises. The words have been broken down into syllables. The chart is used to reinforce the elements that have already been studied.
   b. Teacher points at random to the elements and has a small group of children read the syllables and words. Stress should be on decoding as rapidly as possible.

5. Composing Sentences

   a. Teacher gives the children all or some of the word cards from Follow-Up Activity #1. Either on their own or from dictation by the teacher, the children make two or three sentences using these cards.
   b. They copy sentences from Sentence Chart #8. They also are given words from previous lessons so they can practice combining words from several lessons into sentences.

6. Writing c and q

   a. Teacher models the writing of several q's and c's for the children. Children then write c on paper under the teacher's direction. Next they practice q on paper.
   b. After the children have written the letters in isolation, they write them with the vowels they have studied in order to form syllables. As they write syllables *que*, *qui*, *ca*, *co*, and *cu*, they also pronounce them after the teacher's model. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "R" r /rr/

(Hard Sound)

BASIC ACTIVITIES - REINFORCEMENT

NOTE: First the teacher should introduce the r in the initial position. She should be sure the children understand this usage of the letter before she introduces the double r. The two forms should be taught in two different lessons.

1. Teacher makes a set of picture-word cards and word cards, using pictures of words that begin with r and that contain rr, such as *rosa, río, radio, rey, reina, rana, perro, carro, torre, burro*. Teacher goes over the picture-word cards with the children, modeling the name of each item and having the children repeat. Children then use the cards in small groups to play a game. They match each word card to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents.

2. Using Syllable and Word Chart #9, the teacher models the pronunciation of each syllable for the children. They repeat after her. Then the teacher points to various syllables at random and has the children, both in a group and individually, pronounce them. Teacher should model syllables with which the children have trouble.

3. Teacher cuts each of a set of picture-word cards into two pieces, being careful to cut the word between the syllables. The two pieces should fit back together to make a complete word and picture.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for vowels.

2. Word Work

    a. This activity should be done with word and syllable cards and the pocket chart. Teacher takes the words from Syllable and Word Chart #9 and divides them into syllables, working with each word separately. Thus, *Rosa* would be *Ro-sa*, *río* would be *rí-o*, etc.
    b. Teacher and children pronounce the syllables. Children then pronounce the complete word.
    c. After several words have been divided in this way, the children pronounce syllables the teacher points to at random. After reading the syllables and words on the pocket chart, the children next read the words on Syllable and Word Chart #9.

3. Whole Sentences and Words

    These activities should be done in small groups.

    a. Using the pocket chart, the teacher sets up sentences made from the words on Syllable and Word Chart #9.
    b. The following sentences should be used, one or two at a time: *Rosa es una rana, Es la reina de las ranas, Rudi es una rana, El es el rey de las ranas, Los dos son ranas, Están en el río, Rosa se ríe, Rudi se ríe, Ese es un perro, El carro corre*, etc.
    c. Children read the sentences. They first read individual words and then move to making entire sentences. Teacher provides assistance, but emphasis should be placed on the children's reading the sentences without previous modeling by the teacher. Some children will need more practice than others.

4. Composing Sentences

   a. Teacher gives the children copies of the word cards that appear in Follow-Up Activity #2.
   b. Either on their own or from dictation by the teacher, the children make several sentences using these cards.

5. Use of Sentence Chart #9

   a. This chart should be used to reinforce the sentence patterns that have been studied in Follow-Up Activities #3 and #4.
   b. Using the chart with a small group of children, the teacher has various pupils read the sentences.
   c. Pairs of children use the chart and read the sentences to each other.

6. Writing _r_ and _rr_

   a. Teacher models the writing of several _r_'s and _rr_'s for the children.
   b. Children then practice writing single and double _r_'s on paper under the teacher's direction.
   c. After the children have practiced writing the letters in isolation, they then write them in syllables. Syllable and Word Chart #9 should be consulted for examples of syllables to write.
   d. As the children write the syllables, they also pronounce them, following the teacher's model. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "R" r /r/

(Intervocalic)

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards that contain the intervocalic r, such as *pera, oro, hora, aretes, Laura,* etc. The intervocalic r should be underlined. Teacher pronounces the words on the cards, and the children repeat. Later one or two children at a time play a game using the picture-word cards and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents.

2. Using Syllable and Word Chart #10, the teacher pronounces the syllables, modeling them for the children. The children repeat. Later the teacher points to combinations at random, and the children pronounce them. The children also take turns playing teacher and quizzing their friends.

3. Using Syllable and Word Chart #10, the teacher guides the children in pronouncing each word on the chart. Teacher points out to the children that the vowel-/r/-vowel combination occurs in all the words. She also notes that other letters have been added to the front or the back of these combinations to make words, e.g., *pa/ra, pe/ra, pa/ran , a/re/tes,* etc. The children pronounce the words slowly at first as they discover the sound-to-symbol correspondences. Emphasis, however, should be on rapid pronunciation of the words before the children proceed to the sentence chart.

4. Children read the sentences on Sentence Chart #10. They work first with the teacher's guidance and then independently, reading to each other.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same as the activity for vowels.

2. Sentence Chart #10

   a. Teacher makes sentences on the pocket chart using word cards.
   b. Teacher puts on the pocket chart several of the sentences that the children will see on Sentence Chart #10.
   c. Various children read the sentences.

3. Using the Wordss That Appear in the Sentences on Chart #10

   a. Teacher gives the children the word cards that are needed to compose the sentences.
   b. Children then compose one sentence at a time, following the teacher's dictation.
   c. After the children have composed a sentence, the teacher asks certain children to point out or hold up certain words.

4. Independent Composing

   a. Using the word cards from Follow-Up Activity #3, the children compose their own sentences independently.
   b. Then the children write the sentences on paper.

5. Lotto Game

   a. Using some of the picture-word cards from all the previous consonant lessons, the teacher makes several game cards with eight to ten picture-word combinations per card.
   b. Teacher makes a master set of picture-word cards to serve as callers.
   c. The game caller holds up various picture-word cards. All the children who have the matching item place a marker on top of it.
   d. The winner is the first child to cover his entire card.

6. Writing the r

a. Since writing the r has already been practiced, the teacher does not have to introduce it again.

b. Rather the teacher should stress writing the r between two vowels and the resulting pronunciation of the r. As the teacher writes combinations such as *are*, *ara*, *ere*, etc., she pronounces them and has the children repeat after her.

c. Then the children write such combinations, pronouncing them as they work. This type of work should be done for brief periods of time over several days.

TEACHING OF THE LETTERS "B" b /b/ AND "V" v /b/

BASIC ACTIVITIES - REINFORCEMENT

NOTE: Introduce the b and v in two different lessons.

1. Teacher makes two sets of picture-word cards and word cards, one set for each letter. She uses pictures of items that begin with v and b, such as *bola, bate, barco, bote, burro, bandera*, etc., and *vaca, vestido, verde, vaso, vela*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later one or two children at a time play a game using the picture-word cards and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents. The b and v should be taught separately initially, but they should be studied together later.

2. Using Syllable and Word Chart #11, the teacher models the pronunciation of the syllables for the children. The children repeat. Then the teacher points to syllables at random for the children to pronounce. Next the children can play the teacher and quiz their friends.

3. Teacher puts the words from Syllable and Word Chart #11 on the board and divides them into syllables. The children decode and pronounce the syllables. They should pronounce each syllable in each word, e.g., *Be-ni-to*, and then the word as a whole. After the words have been analyzed on the board, the teacher moves to the chart from which the children read the words. The teacher points to words in random order and calls on different children to identify them.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for vowels.

2. Use of Sentence Chart #11

    a. After using word cards and the pocket chart, the teacher asks the children to read the story on Sentence Chart #11.
    b. Individual children read the sentences.
    c. Others read individual words that the teacher points out.

3. Sentences on the Pocket Chart

    a. Using the words in the sentences on Sentence Chart #11, the teacher puts various sentences, one or two at a time, on the pocket chart.
    b. Teacher asks individual children to identify specific words within the sentences.

4. Composing by the Children

    a. Using the words from the previous exercises, the children compose their own sentences.
    b. Working in partners, the children read their sentences to each other.
    c. Children also write some of the sentences they have composed. Finally, the teacher or another child dictates sentences for the children to write or to compose with word cards. The sentences should be based on word cards from the previous activities.

5. Writing the Letters b and v

    a. Initially, the children write each letter individually. Teacher models the writing of the letter b or v for the children. They then write the letter on paper under the teacher's direction.
    b. After the children have practiced writing the letters in isolation, they write them in syllables. At this time the teacher points out that the sounds of *ba* and *va*, etc., are the same in Spanish although the

letters look different in appearance. As the children write the syllables, they also pronounce them. Such work should be done for brief periods over several days.

TEACHING OF THE LETTER "LL" ll /ll/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards for ll. She uses pictures of items that begin with ll or that have ll in the medial position, such as *llanta, llave, lluvia, pollo, gallo, anillo, olla,* etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later one or two children at a time play a game using the picture-word cards and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents.

2. Teacher sets up rows of syllables such as the following:

   ba be bi bo bu
   va ve vi vo vu
   ma me mi mo mu
   la le li lo lu

   The children pronounce the syllables without a model. Teacher then adds the row *lla, lle, lli, llo, llu.* Again the children pronounce the syllables, without a model if possible. Next the teacher points to syllables at random, and the children pronounce them. Teacher makes sure the children are able to pronounce the syllables that begin with ll. Then the teacher transfers to Syllable and Word Chart #12 and has the children read the syllables and words.

3. Teacher uses the words that are presented on Syllable and Word Chart #12. She divides them into syllables on a pocket chart, e.g. *lla-mar, ga-llo, lla-ve,* etc. Various children read first the words divided into syllables and then the whole words. Teacher should model as little as possible in this activity.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for the vowels.

2. Composing by the Teacher

    a. The teacher sets up two or three sentences from Sentence Chart #12 on the pocket chart.
    b. Children read the sentences. The teacher models for the children only if they have difficulty.
    c. Individual children read both the sentences and individual words framed by the teacher.

3. Composing by the Children

    a. Using the word cards from Follow-Up Activity #2, the children, working individually or in pairs, compose sentences of their own.
    b. Children read their sentences to each other and transcribe them on paper.
    c. Children also write some sentences that the teacher dictates. Or the teacher asks questions such as *¿Dónde está la gallina?* (answer--*Está con un pollo).*

4. Sentence Chart #12

    a. This chart should be used to reinforce the sentences that have already been studied in Follow-Up Activities #2 and #3. Individual children read the sentences and words framed by the teacher.
    b. Children also work in pairs, reading the chart to each other.

5. Writing Complete Words

    a. Using picture-word cards from this and other lessons, the teacher gives the children certain words to copy and then to pronounce.
    b. Children work individually or in pairs on this task.

6. Writing the *ll*

a. Since the children have already written the *l* in a variety of forms, the *ll* should present no problems.
b. Teacher models writing the *ll*, and the children copy it.
c. After the children have practiced writing the *ll* by itself, they also write it in syllables. As they write, they practice pronouncing the syllables.
d. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "N" ñ /ñ/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards showing items which contain the ñ, such as *niño, niña, año, moño, leña,* etc. The ñ should be written in a different color of ink. Teacher pronounces the words on the picture-word cards, and the pupils repeat. Later one or two children at a time play a game using the picture-word cards and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. The children also sound out the word cards without using the picture referents.

2. Teacher puts word cards based on Word Chart #13 on a pocket chart. Teacher pronounces the words one at a time and has the children repeat. The words are then broken down into syllables, e.g. *niño - ni-ño, moño - mo-ño, leña - le-ña,* etc. The teacher asks individual children first to pronounce each syllable separately and then to recombine them to form the words. The children also split whole words into syllables using colored pencils or pieces of chalk.

3. Using the picture-word cards and the words from Basic Activity #2, the children write complete words which include the ñ.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same as the activity for the vowels.

2. Teacher Composes Sentences

   a. The teacher uses word cards and puts one to three sentences at a time from Sentence Chart #13 on the pocket chart.
   b. Teacher asks individual children to read the sentences. This activity should be done without previous modeling by the teacher if possible.

   c. Individual children also read words framed by the teacher.

3. Children Compose Sentences

   a. Using the word cards from Follow-Up Activity #2, the children are assigned various sentences to compose.
   b. They work individually or in pairs and read their sentences to each other.
   c. Children also write these sentences on paper.

4. Reading from the Chart

   a. To reinforce the composition activities, the children read Sentence Chart #13.
   b. Sitting with the teacher, a small group of children individually read the sentences.
   c. Individual children also read single words framed by the teacher.
   d. Later the children use the chart without the supervision of the teacher. They read in partners or in small groups.

5. Writing the ñ

   a. Since writing the n has already been practiced, the teacher does not need to introduce the letter again.
   b. Teacher merely notes that this particular letter has a mark above it and shows the children how to make the mark.
   c. Children then practice writing the ñ.
   d. Teacher next writes combinations of *ño* and *ña* and pronounces them. Then the children write the combinations and practice pronouncing them.
   e. Such work should be done for brief periods of time over several days.

TEACHING OF THE LETTER "Y" y /Y/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with y, such as *Yolanda, yema, yerba, yoyo,* etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later one or two children at a time play a game using the picture-word cards and word cards. Children match each word to the corresponding picture-word card and then pronounce the word. Children also use only the word cards to practice sounding out words without picture referents.

2. Teacher sets up the words from Syllable and Word Chart #14 on the board. Each word is divided into syllables, e.g., *yoyo - yo-yo, yerba - yer-ba, yema - ye-ma, Yoli - Yo-li.* Each child reads a word broken into syllables and then put back together.

3. The following syllables are set up on the board:

    da de di do du
    ma me mi mo mu
    pa pe pi po pu
    ta te ti to tu
    ya ye yi yo yu

    Focusing on the y combinations, the teacher has various children read the syllables. If any of them have trouble, the teacher models for them and has them repeat. All the children should be able to read down each column and across each row.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Picture Dictionary. Same activity as for vowels.

2. Sentence Chart #14

   a. This chart is used to reinforce the words studied in previous exercises. Children read the sentences on the chart without previous modeling by the teacher.
   b. Then the teacher asks them to read individual words that she frames.

3. Composing Sentences

   a. Using the words from Sentence Chart #14, the teacher makes several sentences on the pocket chart.
   b. Individual children read the sentences without any previous modeling by the teacher.
   c. Children also read individual words framed by the teacher.

4. Children Compose Sentences

   a. Again using the words from Sentence Chart #14, pairs of children compose sentences. They take turns composing and reading.
   b. Children also write some of their sentences on paper.

5. Writing Words

   a. Using the words from the picture-word cards, the teacher gives individual children certain words to copy.
   b. After the children have written the words, they practice their pronunciation, individually or with a partner.

6. Writing the Letter y

a. Teacher models the writing of several y's for the children. Children then write the letter.

b. After the children have practiced writing the letter in isolation, they write it in syllables.

c. As they write each syllable, they practice its pronunciation. Such work may be done for brief periods over several days.

TEACHING OF THE LETTER "X" x /x/

BASIC ACTIVITIES - REINFORCEMENT

NOTE: See the Introduction of Letters in *Puedo Leer* book.

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that contain x, such as *México, Oaxaca, xilófono, Félix, examen, Xavier, Xochimilco*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later one or two children at a time play a game using the picture-word and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents. Since there are several sounds of x, the children should group the words according to the sound of x that occurs.

2. Teacher places the words from Syllable and Word Chart #15 on a pocket chart. She pronounces them one at a time, and the children repeat. Teacher then breaks the words into syllables, e.g., *México - Mé-xi-co, examen - e-xa-men, Xochimilco - Xo-chi-mil-co, próximo - pró-xi-mo*, etc. Individual children pronounce the syllables separately and then recombine them to form words. Children also split whole words into syllables, using a colored pencil or a piece of chalk.

3. Picture dictionary. Same activity as for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Sentences

    a. Teacher uses word cards to compose one to three sentences at a time from Sentence Chart #15 on a pocket chart.
    b. Individual children read the sentences. This activity should be done without modeling by the teacher if possible.
    c. Individual children also read individual words framed by the teacher.

2. Children Compose Sentences

    a. Using the words from Follow-Up Activity #1, the children compose their own sentences. Either they work completely on their own, or they respond to dictation from the teacher.
    b. Later the children write their sentences on paper. Individual children read the sentences to their partners.

3. Reading from the Chart

    a. To reinforce the composition activities, the children read Sentence Chart #15.
    b. Sitting with the teacher, a small group of children read the sentences.
    c. Individual children also read single words framed by the teacher.
    d. Children later use the chart without the teacher's supervision. They read in partners, in small groups, or individually.

4. Review of Previous Charts

    a. Partners of small groups of children review the charts that have already been studied.
    b. Children read the words and sentences to each other.

5. Writing Words

   a. Using the picture-word cards and word cards from the Basic Activities, the teacher gives individual children various words to practice writing.
   b. After writing his words, each child pronounces them for his partner.

6. Writing the x in Syllables

   a. Teacher models the writing of several x's for the children. Children then write the x on paper under the teacher's direction.
   b. After the children have practiced writing the x in isolation, they write it in syllables. They pronounce the syllables as they write following the teacher's direction.
   c. Since x can be pronounced in three different ways, the teacher should give a sample word or words for each sound.
   d. Then the children practice writing syllables and pronounce the syllables as they occur in various words. Examples are *xi, xo, México, Oaxaca, ex, ox, ix, Félix, próximo, examen, xi, xo, Xochimilco, xilófono.*
   e. Such work may be done for brief periods of time for several days.

TEACHING OF THE LETTER "G" g /g/

(Syllables *ga, go, gu*)

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with the syllables *ga, go*, or *gu*, such as *gato, gallo, gusano, Gloria, Gustavo, goma, gota*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later one or two children at a time play a game using the picture-word cards and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. The children also use only the word cards to practice sounding out words without using picture referents.

2. Teacher sets up on the board the words from Syllable and Word Chart #16 and the picture-word cards of Basic Activity #1. Each word is divided into syllables, e.g., *gallo - ga-llo - gallo* or *ga-llo - gallo*. Different children read the words, their composite syllables, and the words again. Or they read the composite syllables and then the words. This procedure should be followed with several words from the chart so that, when the children read the chart, they will have already seen the words.

3. Teacher or a child points out the syllables and the words on Word and Syllable and Word Chart #16 in random order. Children read them.

4. These syllables should be set up on the board:

ma mo mu me mi
ca co cu
da de du de di
ga go gu

Various children read the syllables, first going across row by row and then reading them at random as they are pronounced by the teacher. The g combinations should be emphasized. Teacher should make sure the children are able to pronounce these new combinations as easily as the older combinations. This activity should be done without previous teacher modeling. Teacher should model only when it becomes necessary.

5. Picture dictionary. Same as activity for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Sentences

    a. Using the words from Sentence Chart #16, the teacher makes several sentences on the pocket chart.
    b. Individual children read the sentences without any previous modeling by the teacher.
    c. Children also read individual words framed by the teacher.

2. Children Compose Sentences

    a. Again using the words from Sentence Chart #16, pairs of children compose sentences, taking turns composing and reading.
    b. Children also write some of their sentences on paper.

3. Sentence Chart #16

    a. This chart is used to reinforce the words studied in Follow-Up Activities #1 and #2.
    b. Children in pairs or small groups read the sentences on the chart. This activity can be done with or without the teacher.

4. Writing Words

    a. Individual children copy certain words from the picture-word cards.
    b. After the children have written the words, they practice pronouncing them either individually or with a partner.

5. Writing the g

a. Teacher models the writing of several g's for the children. Children then write the letter.

b. After the children have practiced writing the letter in isolation, they should write it in the syllables *ga*, *go*, and *gu*.

c. As they write, the children practice the pronunciation of each syllable. Such work may be done for brief periods over several days.

TEACHING OF THE LETTER "C" c̲ /s/

(Syllables *ce*, *ci*)

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of objects that begin with *ce* and *ci*, such as *cinco*, *ciudad*, *círculo*, *cero*, *cepillo*, *centavo*, *cebolla*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. The *ce* and *ci* should be underlined. Later a small group of children play a game using the picture-word and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. Then the children use only the word cards to practice sounding out words without picture referents. Children also combine the two sets of picture-word cards for the syllables *ce* and *ci*. They put all the pictures that begin like *cero* in one pile and all the ones that begin like *cinco* in another pile. Later the teacher can present picture-word cards that contain the syllables *ce* and *ci* in the middle position.

2. Teacher sets up on the board the words from Word and Syllable and Word Chart #17 and the picture-word cards from Basic Activity #1. Each word is divided into syllables: *ce-ro - cero*, *cir-co - circo*, *cin-co - cinco*, etc. Different children read the words and their composite syllables, going from syllable to word and from word to syllable. This procedure should be followed with most of the words on the chart so that, when the children read the chart, they will have already seen the words.

3. Teacher sets up the following syllables on the board:

ma	*me*	*mi*	*mo*	*mu*
ta	*te*	*ti*	*to*	*tu*
la	*le*	*li*	*lo*	*lu*
sa	*se*	*si*	*so*	*su*
	ce	*ci*		

Various children read the syllables, first going across row by row and then reading syllables at random as the teacher pronounces them. Teacher focuses on *ce* and *ci* combinations. She makes sure the children are able to read these new combinations. This activity should be done without previous teacher modeling. Teacher should model for the children only when it becomes necessary.

4. Teacher cuts the picture-word cards so the words are divided between syllables. The cards are mixed, and the children then put the words back together. About ten words should be included in one game.

5. Picture dictionary. Same activity as for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Word and Syllable and Word Chart #17
   a. Teacher points to the syllables and words on the chart in random order, and the children read them.
   b. Later the children play the game with each other.

2. Composing Sentences
   a. Using the words from Sentence Chart #17, the teacher makes several sentences on the pocket chart.
   b. Individual children read the sentences without any previous modeling by the teacher.
   c. Children also read individual words framed by the teacher.

3. Children Compose Sentences
   a. Again using the words from Sentence Chart #17, pairs of children compose sentences, taking turns composing and reading.
   b. Children also write some of their sentences on paper.

4. Sentence Chart #17

   a. This chart is used to reinforce the words studied in Follow-Up Activities #1, #2, and #3.
   b. Children in pairs or small groups read the sentences on the chart. This activity may be done with or without the teacher.

5. Writing the c

   a. Since this letter has already been practiced before the vowels *a*, *o*, and *u*, it is not necessary to practice writing it in isolation.
   b. Teacher models writing and pronouncing the syllables *ce*, *ci*. Then the children practice writing and pronouncing them.
   c. Such work may be done for a brief period of time over several days.

6. Writing Words

   a. Individual children copy words from the picture-word cards.
   b. After the children have written the words, they practice pronunciation of the words, individually or with a partner.

TEACHING OF THE LETTER "CH" ch /ch/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word and word cards, using pictures of items that have the ch such as *chocolate, leche, chanclas, cachucha, cuchara, muchacho*, etc. The teacher pronounces the words on the picture-word cards, and the pupils repeat. Later one or two children at a time play a game using the picture-word cards and word cards. Children match each word to the corresponding picture-word card and then pronounce the word. They also use only the word cards to sound out words without the aid of picture referents.

2. Teacher writes several words from Syllable and Word Chart #18 on the board. The words are broken into syllables. Examples are *Che-la, Chi-lo, char-co, chan-clas, le-che*, etc. Individual children sound out the syllables and then put the syllables together to make words. Children also write words and divide them into syllables.

3. Teacher cuts the word cards to make syllable puzzles. These cards are then mixed up, and the children put them back together. After they have put the parts of the words together, they read the words.

4. Picture dictionary. Same activity as for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Activities

    a. Using the words which appear in the sentences on Sentence Chart #18, the teacher puts two or three sentences at a time up on the pocket chart.

b. Individual children read the sentences. Children rearrange the word cards to make other sentences.
c. Children also identify specific words within the sentences framed by the teacher.

2. Composing Activities by the Children

a. Using the words from Follow-Up Activity #1, the children compose their own sentences.
b. Working independently, in partners, or in a small group, each child composes some sentences. He reads them or has his partner read them.
c. These sentences should also be written down.
d. Children also compose sentences based on the teacher's dictation.

3. Use of Sentence Chart #18

a. Children read the sentences on Sentence Chart #18.
b. A small group of children read the sentences with the teacher; individual children read sentences and words pointed out by the teacher.

4. Writing the Letter ch

a. Teacher models the letters for the children, writing the combination several times. Children then write the combination under the teacher's direction.
b. After the children have practiced writing the combination in isolation, they practice writing the syllables *cha*, *che*, *chi*, *cho*, and *chu*. They pronounce the syllables as they write.
c. Later, the teacher gives each child ditto worksheets on which the syllables are written. He copies the syllables and pronounces them.

5. Writing Words

a. Teacher collects the word and picture-word cards already constructed. Each child receives a few cards and a sheet of paper.
b. He copies the words onto his paper.

c. Then, working in partners, the children read the words they have written to each other.

TEACHING OF THE LETTER "J" j /j/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that include j, such as *Julio, Juan, jalea, jamón, jitomate, jueves, jorobado, oreja, rojo, pájaro, ojo, conejo*, etc. Teacher pronounces the words on the cards, and the children repeat. Later one or two children at a time play a game using the picture-word cards and word cards. They match each word to the corresponding picture-word card and then pronounce the word. The children also use only the word cards to practice sounding out individual words without picture referents.

2. Using the words from Syllable and Word Chart #19, the teacher sets up some words on a pocket chart. She divides them into syllables. Examples are *o-jo, co-ne-jo, ju-lio, ro-jo, pá-ja-ro*, etc. Individual children sound out the syllables and then put the syllables together to make words. Children also write complete words and divide them into syllables.

3. Teacher chooses six or seven sounds and collects the picture-word card sets already made. Ch and j should be included. The children sort the cards into stacks, according to their sounds. After the stacks have been formed, the children pronounce the words on the cards.

4. The following syllables are set up on the pocket chart:

   na ne ni no nu
   cha che chi cho chu
   ta te ti to tu
   ja je ji jo ju

   Individual children pronounce the syllables, at first going from left to right across the rows and then later reading syllables at random. Teacher takes care that the children are able to pronounce the j combinations.

5. Teacher follows the same procedure for making syllable puzzles as described in previous lessons. She includes j syllables as well as some others for review.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Sentences
    a. Teacher places two or three sentences at a time from Sentence Chart #19 on a pocket chart.
    b. Individual children read the sentences. This activity should be done without previous modeling by the teacher, if possible.
    c. Individual children read single words framed by the teacher.

2. Children Compose Sentences
    a. Using the words from Follow-Up Activity #1, the children compose their own sentences. They may work completely on their own, or they may respond to dictation by the teacher.
    b. Children write their sentences on paper and read them to their partners.

3. Reading from the Chart
    a. To reinforce composition activities, the children read Sentence Chart #19.
    b. Sitting with the teacher, a small group of children read the sentences from the chart.
    c. Individual children also read single words framed by the teacher.
    d. Children later use the chart by themselves. They read in partners, in small groups, or individually.

4. Writing the Letter j
    a. Teacher models the writing of several j's for the children. Children then write the letter on paper.
    b. After the children have practiced writing the letter in isolation, they write the syllables *ja*, *je*, *ji*, *jo*, and *ju*. As they

write, the children pronounce the syllables.

c. Teacher gives the children individual dittoed worksheets on which syllables are written. They must copy the syllables and pronounce them. This activity should be done independently.

TEACHING OF THE LETTER "F" f /f/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-words and word cards, using pictures of items that contain f such as *foco, foca, flor, fiesta, frijoles, falda, teléfono*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later one or two children at a time play a game using the picture-words and word cards. The children match each word to the corresponding picture-word card and then pronounce the word. Later the pupils sound out just the word cards without using the picture referents.

2. Teacher places several words from Syllable and Word Chart #20 on a pocket chart. The words are divided into syllables. Examples are *fe-liz, fal-da, fo-co, fo-ca, fri-jo-les*, etc. Individual children sound out the syllables and then put the syllables together to make words. They also write words and divide them into syllables. Then the children read Syllable and Word Chart #20.

3. Teacher follows the same procedure for making syllable puzzles as described in previous lessons.

4. Picture dictionary. Same activity as for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Activity

    a. Teacher uses the words that appear on Sentence Chart #20. She composes two or three sentences at a time on the pocket chart.
    b. Children rearrange the word cards to make other sentences.
    c. They also identify specific words within the sentences which the teacher frames.

2. Composing by the Children

   a. Using the words from Follow-Up Activity #1, the children compose their own sentences. Working independently, in partners, or in small groups, each child composes some sentences which he or his partner reads.
   b. Then the children write their sentences.
   c. Children also compose sentences based on the teacher's dictation.

3. Use of Sentence Chart #20

   a. A few children at a time working in a small group read the sentences on Chart #20.
   b. Individual children read sentences and words which the teacher indicates.

4. Review of Several Charts

   a. As an independent activity, small groups of children read for review several of the charts that have already been studied.
   b. These charts should be read in random order.

5. Writing Words

   a. Using the cards from the picture-word game, the teacher gives individual children various words to practice writing.
   b. Then the children, working in partners, pronounce for each other the words they have written.

6. Writing the Letter f

   a. Teacher models the writing of several f's for the children. Children then write the letter under the teacher's direction.
   b. After the children have practiced writing the letter in isolation, they practice writing the syllables *fa*, *fi*, *fo*, *fu*, and *fe*. They pronounce the syllables as they write them.
   c. Teacher gives the children individual ditto worksheets on which syllables are written. They must copy the syllables and pronounce them.

TEACHING OF THE LETTER "G" g /g/

(Syllables *ge*, *gi*)

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that begin with ge or gi, such as *gigante*, *gente*, *gelatina*, *girasol*, *Gerardo*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Then the children use the cards independently. They match each word to the corresponding picture-word card and then pronounce the word. Later the pupils sound out just the word cards without using the picture referents.

2. Teacher reviews the syllables that the children already know before she presents the syllables *ge* and *gi*. Stressing quick and accurate responses, the teacher has various children read the syllables.

3. Syllable puzzle. Same activity as in previous lessons.

4. Picture dictionary. Same activity as for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Activity

   a. Teacher composes two or three sentences at a time from Sentence Chart #21 on the pocket chart.
   b. Individual children read the sentences.
   c. Then they rearrange the word cards to make other sentences.
   d. Children also identify specific words within the sentences which the teacher frames.

2. Composing by the Children

   a. Using the words from the previous exercise, the children compose their own sentences.
   b. This activity may be done independently, with partners, or in small groups.
   c. Children read their sentences to each other and write them down.

3. Independent Composing

   Using a wide variety of word cards from several lessons, the children compose whatever sentences they choose.

4. Use of Word and Sentence Charts #21

   a. Children read the words and sentences on Word and Sentence Charts #21. Teacher should model only if necessary.

5. Writing Syllables *ge* and *gi*

   a. Teacher reviews writing the letter g, and the children write the letter.
   b. Teacher then pronounces the syllables *ge* and *gi* for the children. At the same time she points out that these syllables are pronounced the same as *je* and *ji*.
   c. Following the teacher's model, the children write the syllables *ge* and *gi*, pronouncing them as they write.
   d. Later the teacher distributes individual ditto worksheets on which the syllables are written.
   e. Children copy the syllables and pronounce them.

6. Writing Words

   a. Using the cards from the picture-word game, the teacher gives individual children various words to practice writing.
   b. After writing the words, pairs of children pronounce the words they have written for each other.

7. Review of Several Charts

   a. As an independent activity small groups of children read for review several of the charts they have already studied.
   b. The charts should be reread in random order.

TEACHING OF THE LETTER "G" g /g/

(Syllables *gue, gui*)

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards, using pictures of items that contain *gue* or *gui*, such as *guitarra, borreguito, águila, guerra, Miguel,* etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Then the children use the cards independently. They match each word to the corresponding picture-word card and then pronounce the word. Later, the children sound out just the word cards without using the picture referents.

2. Teacher places words from Syllable and Word Chart #22 on a pocket chart. They are divided into syllables. Examples are *Mi-guel, Gue-rra, gui-sa-do,* etc. Individual children read the syllables and then the recomposed words.

3. Teacher sets up the following syllables: *ja, je, ji, jo, ju, ge, gi, ga, gue, gui, go, gu.* Various children read the syllables. Teacher stresses quick and accurate responses. Children begin from left to right across the rows. They should also be able to read any syllable that is pointed to at random.

4. Syllable puzzles. Same as in previous lessons.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Activity

   a. Teacher composes several sentences from Sentence Chart #22 on the pocket chart.
   b. Individual children read the sentences. Children also identify specific words within the sentences as the teacher frames them.

2. Independent Composing

   a. Children compose sentences using word cards from this lesson and previous lessons.
   b. Each child writes down his sentences and reads them to another child.

3. Use of Sentence Chart #22

   To reinforce previous compostion activities, the children, in small groups or individually, read the **sentences** on Sentence Chart #22.

4. Writing the Syllables *gue* and *gui*

   a. Since the children have already learned to write the g, the teacher does not need to begin with the letter in isolation. Rather the children follow the teacher's model of the syllables *gue* and *gui*.
   b. Teacher writes the syllables for the children and pronounces them. At the same time she points out that they are pronounced the same at the beginning as *ga, go, gu*.
   c. Following the teacher's model, the children write the syllables *gue* and *gui*, pronouncing the syllables as they write. Teacher distributes individual worksheets on which the syllables are written. Children copy the syllables and pronounce them.

5. Writing Words

   a. Using the cards from the picture-word game, the teacher gives individual children various words to practice writing.
   b. After writing the words, pairs of children pronounce the words they have written for each other.

TEACHING OF THE LETTER "G" g /g/

(Syllables *güe*, *güi*)

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word and word cards, using pictures of items that contain *güi* and *güe (güera, güero, pingüino, agüita, yegüita)*. The *güi* and *güe* should be underlined. Teacher pronounces the words on the picture-word cards, and the children repeat. Then the children use the cards independently. They match each word to the picture-word card and then pronounce the word. Children also use only the word cards to practice sounding out words without picture referents.

2. Teacher places words from Syllable and Word Chart #23 on a pocket chart. The words are divided into syllables. Examples are *güe-ro*, *güe-ra*, *a-güi-ta*, *ye-güi-ta*, etc. Individual children read first the individual syllables and then the recomposed words. Teacher and/or some of the children divide entire words into their syllable components, beginning with the word, going to the syllables and returning to the whole word.

3. The following syllables are set up:

   ja je ji jo ju ge gi
   ga gue gui go gu güe güi

   Individual children read them, initially going across each row, but later reading them at random. Emphasis is on quick and accurate pronunciation.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Activity

   a. Teacher composes serveral sentences from Sentence Chart #23 on a pocket chart.
   b. Individual children read the sentences.

c. Children also identify specific words within the sentences that the teacher frames.

2. Independent Composing

   a. Children are given word cards from this lesson and from previous lessons from which to compose sentences.
   b. Each child writes down his sentences and reads them to another child.

3. Use of Charts #23

   To reinforce previous activities, the children, individually or in small groups, read Syllable and Word Chart #23 and Sentence Chart #23.

4. Writing Syllables

   a. Teacher writes the syllables for the children and pronounces them.
   b. Following the teacher's model, the pupils write the syllables, pronouncing them as they write.
   c. Teacher distributes individual ditto worksheets on which syllables are written. Children copy the syllables and pronounce them.

5. Writing Words

   a. Individual children receive word cards from Basic Activity #1 to copy on paper.
   b. After copying the words, the children practice reading them, both to themselves and to partners.

TEACHING OF THE LETTER "H" h

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of objects that begin with h, such as *hielo, helado, hormiga, hoja, hijo, Héctor, hígado,* etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later the children play a game using the picture-word cards and word cards. They match each word to the corresponding picture-word card and then pronounce the word. The children also use only the word cards to practice sounding out individual words without picture referents.

2. Teacher places several words from Syllable and Word Chart #24 on a pocket chart. The words are divided into syllables. Examples are: *ho-ja, ha-ri-na, hi-jo, hi-zo, ham-bre,* etc. Individual children sound out the syllables and then put the syllables together to make words. They also write the words and divide them into syllables. After reading the words from a pocket chart, the children read Syllable and Word Chart #24.

3. Teacher chooses six or seven sounds from previous lessons and gathers the corresponding picture-word card sets. Children sort the cards into stacks, according to their sounds and letters. After the stacks have been formed, the children pronounce the words on the cards.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Activity

   a. Teacher composes several sentences from Sentence Chart #24 on the pocket chart.
   b. Individual children read the sentences.

2. Independent Composing

   a. Teacher gives the children word cards from several lessons.
   b. Children compose whatever sentences they choose.

3. Use of Sentence Chart #24

   a. Teacher asks the children to read the sentences on Sentence Chart #24.
   b. Teacher should model the sentences only if necessary.

4. Writing the h

   a. Teacher begins by having the children write the h by itself. She includes the letter in syllables as rapidly as possible since the h by itself makes no sound.
   b. Teacher writes the syllables *ha, he, hi, ho,* and *hu* for the children and pronounces them. Following the teacher's model, the pupils write the syllables pronouncing them as they write.
   c. Teacher distributes individual ditto worksheets on which syllables are written. Children copy the syllables and pronounce them.

5. Writing Words with h

   a. Teacher gives individual children cards from the picture-word game to practice writing.
   b. After writing the words, pairs of children pronounce the words they have written for each other.

TEACHING OF THE LETTER "Z" z /s/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that contain the z, such as *zorro, zorrillo, zapatos, zacate, azul, azúcar*, etc. Teacher pronounces the words on the picture-word cards, and the children repeat. Later the children use the cards independently. They match each word card to the corresponding picture-word card and then pronounce the word. Later the children sound out just the word cards without using the picture referents. The picture-word cards for *ce*, *ci*, and s should also be used to show that different looking letters have the same sound.

2. The following syllables are set up, and individual children are asked to read them.

   sa so su se si
   za zo zu ze zi

   Emphasis should be on quick and accurate pronunciation of the syllables.

3. Teacher sets up the words from Syllable and Word Chart #25 on a pocket chart. The words are divided into syllables. Examples are *zo-rro, za-pa-to, man-za-na*, etc. Individual children sound out the syllables and then put the syllables together to make words. They also write complete words and divide them into syllables.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Sentences

   a. Teacher composes several sentences from Sentence Chart #25 on the pocket chart.
   b. Individual children read the sentences. This activity should be done without previous modeling of the sentences by the teacher. The children also compose sentences.

2. Independent Composing

   a. Teacher gives the children word cards from several lessons.
   b. Children compose whatever sentences they choose.

3. Use of Sentence Chart #25

   a. Children read the sentences on Sentence Chart #25.
   b. Children work individually or in small groups.

4. Review of Several Charts

   a. As an independent activity, small groups of children read for review several of the charts they have already studied.
   b. These charts should be reread in random order without teacher supervision.

5. Writing the z in Syllables

   a. Teacher begins by having the children write the z by itself. She includes the letter in syllables as rapidly as possible.
   b. Teacher writes the syllables for the children and pronounces them. She points out that s, *ce*, and *ci* words have the same beginning sound as the z.
   c. Following the teacher's model, the children write the syllables, pronouncing them as they write.
   d. Teacher distributes individual ditto worksheets on which syllables are written. Children copy the syllables and pronounce them.

6. Writing Words

   a. Using the cards from the picture-word game, the children write words.
   b. After writing the words, each child pronounces his words for a partner.

TEACHING OF THE LETTERS "K" k /k/ AND "W" w /w/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes two sets of picture-word cards and word cards, one for each letter. She uses pictures of items that contain k and w. Examples for the w are pictures of three boys named *Waldo*, *Wenceslao*, and *Wilfredo*. Examples for the k are *kilómetro*, *kilo*, *kiosko*, and *kerosén*. At first the letters should be taught separately. Teacher shows the children the picture-word cards, pronouncing the words at the same time. The children repeat. After the letters are introduced, the cards are used for an independent activity. The children sort all the picture cards for w in one stack and all those for k in another stack. Then they match the word cards to the picture-word cards and pronounce the words. Later the children use only the word cards to practice pronouncing the words without picture referents.

2. Teacher reviews the pronunciation of the words on Syllable and Word Chart #26 with the children. First she goes down the list of words that begin with k and then down the list of words that begin with w. Children pronounce the words without previous modeling by the teacher, if possible. Stress should be on decoding skill. Children also read the syllables.

3. Picture dictionary. Same activity as for the vowels.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing Sentences

    a. Using the words that occur on Sentence Chart #26, the teacher sets up several sentences on the pocket chart.
    b. Individual children read the sentences, without teacher modeling, if possible.
    c. Teacher frames some of the k and w words and has the children read them.

2. Children Composing

   a. Using the words from the previous activity, the children compose their own sentences. They read the sentences by themselves or to each other.
   b. Children write down their sentences. Words from previous lessons should also be used for sentence composition.

3. Reading Sentence Chart #26

   a. To reinforce the composition activities, the children read Sentence Chart #26.
   b. A small group of children sit with the teacher. Individual children should read the sentences and words framed by the teacher.
   c. Later the chart should be used for individual independent reading.

4. Writing the Letter k

   a. Teacher explains to the children that this letter does not occur in many words in Spanish. Then she models writing the letter. Children practice writing the letter on paper.
   b. Next the teacher combines the k with vowels to form syllables. She pronounces as she writes.
   c. Children then practice writing the syllables. They pronounce the syllables as they write.
   d. This activity should be done for short periods of time over several days.
   e. Individual ditto worksheets can also be made for independent activity.

5. Writing the Letter w

   a. Teacher tells the children that this letter does not occur in many words in Spanish. Then she models writing the letter for the children. Children practice writing the letter.
   b. Next the teacher combines the w with the vowels to form syllables. She pronounces the syllables as she writes.

c. Children then practice writing the syllables. They pronounce the syllables as they write them. This activity should be done for short periods of time over several days. Individual ditto worksheets can also be made for independent activity.

TEACHING OF THE CONSONANT BLEND "DR" dr /dr/

BASIC ACTIVITIES - REINFORCEMENT

1. Teacher makes a set of picture-word cards and word cards, using pictures of items that contain the dr blend, such as *madre*, *padre*, *ladrillo*, *vidrio*, *dragón*, *cuadro*, etc. The dr blend should be underlined in each word. Teacher pronounces each word, holding up the corresponding picture-word card and slightly emphasizing the dr with her voice. Children repeat. Then they use the picture-word cards and word cards independently. They match each word card to its corresponding picture-word card and then pronounce the words. Later, the children use only the word cards to practice pronouncing words without the aid of picture referents.

2. Teacher puts the words from Word Chart #27 on a pocket chart. Teacher and individual child first pronounce entire words. Then the words are broken into syllables; individual children pronounce the whole word, the syllables, and then the recomposed word. Here are some examples:

madre	*ma-dre*	*madre*
padre	*pa-dre*	*padre*
dragón	*dra-gón*	*dragón*
drama	*dra-ma*	*drama*
Isidro	*I-si-dro*	*Isidro*
Adriana	*A-dri-a-na*	*Adriana*

   Later the children read the words from Word Chart #27.

FOLLOW-UP ACTIVITIES - ENRICHMENT

1. Composing by the Teacher

   a. Using words that occur on Sentence Chart #26, the teacher composes several sentences on a pocket chart for the children to read.
   b. Individual children read the sentences and individual words framed by the teacher.

2. Children Composing

   a. Using the words from the previous activity, children compose their own sentences. They read the sentences by themselves or to each other.
   b. Children also write down the sentences. Words from previous lessons should also be used in this activity.

3. Reading Sentence Chart #27

   a. To reinforce the composition activities, the children read Sentence Chart #27.
   b. A small group of children sit with the teacher. Individual children read sentences and words framed by the teacher.
   c. Later the chart should be used for individual indpendent reading.

4. Writing Words That Contain dr

   a. Using picture-word cards and word cards for dr, the teacher assigns words to write on paper to the children.
   b. After writing the words, the children practice saying them, reading their lists to partners.

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Activity Supplement for Puedo Leer:
Use of Charts

WRITTEN BY

Sara López

PROGRAM FOR
INITIAL READING IN SPANISH FOR BILINGUAL CHILDREN

FEBRUARY 1975

DISSEMINATION CENTER
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USE OF CHARTS

INTRODUCTION

The chart and word card exercises are designed to be used after the introduction of each consonant. Syllables, words, and sentences using each consonant appear in the exercises. The charts may be used in two ways:

1. synthetic strategy - begins with isolated sounds; joins them to make syllables, words, and sentences.

2. analytic strategy - begins with whole sentences; breaks them down into their component words, syllables, and sounds.

Suggestions for the use of the charts based on these two strategies follow.

SYNTHETIC STRATEGIES

The following suggestions are based on movement from isolated sounds to syllables, words, and then sentences:

1. Syllables

    a. Using each syllable chart, teacher shows a small group of children that two letters can be joined to make a syllable.
    b. Teacher models the pronunciation of the syllables for the children. The children repeat. Later the teacher points to syllables and has groups of children and individuals pronounce them.
    c. Teacher should stress the children's instant reaction to and pronunciation of the syllables.

2. Words

    a. From the syllables, teacher and children construct the words which appear on the word chart. A pocket chart is used for this activity; later the group reads the words from the chart itself.

b. Teacher shows the children that syllables can be joined to form words. She begins with two-syllable words that are familiar to the children.

c. Teacher pronounces some of the words the children will see later on the chart.

d. Groups of children and individuals pronounce the words as the teacher points to them on the chart.

e. Teacher should emphasize the children's knowledge of sounds and syllables as they learn to pronounce new words.

f. The pocket chart should be used for these activities initially. Then the same words should be read from the chart.

3. Sentences

a. Using the word card for each consonant, teacher composes sentences on a pocket chart. (The words are the same as those that appear on the sentence chart.)

b. The sentences should be identical to or very close to the sentences that the children will read later on the sentence chart.

c. Teacher composes a short sentence. A group of children or an individual reads the sentence, using the decoding skills already learned in the formation of syllables and words.

d. Several children read the sentence; teacher gives help as it is needed.

e. In the course of two or three sessions, teacher covers all the sentences that are on a particular chart.

4. Reinforcement Activities for Sentences

a. Using the sentence chart, teacher has the children read the sentences they have already read on the pocket chart. Again she offers help when it is needed.

b. Thus, the chart serves as reinforcement for work already done. This variation helps to insure success in chart reading and to prevent boredom from prolonged exposure to the same chart.

c. The entire procedure for each consonant may take several days, depending on the ability of the children. Againk, it is recommended that these activities be done with small groups of children, rather than with the whole class, so that the teacher can better keep track of individual needs.

5. Dictation

a. Teacher dictates short sentences to the children. They then construct the sentences using letter, syllable, word, or sentence cards.
b. The children transcribe dictated sentences from memory. They may either write or print.

ANALYTIC STRATEGIES

The following suggestions are based on movement from whole sentences to their component words, syllables, and sounds.

1. Sentences

a. Teacher begins with the sentences, rather than the syllables, for a given consonant. Using a pocket chart, teacher writes or composes one of the sentences which appears on the sentence chart.

b. Teacher then models the whole sentence for the children, reading it in a normal tone at normal speed. She moves her hand beneath the words as she reads so the children can see what is being read.

c. After the teacher has modeled the sentence several times, the children repeat it, both in a group and individually.

d. The same procedure is followed for one or two other sentences.

2. Dividing Words into Syllables

   a. Teacher divides the words from the first sentence studied into syllables. In this way the children see that words are made up of syllables.

   b. Ideally, this activity is done at the board or at a newsprint chart. The syllables of each word are written below the word as it appears in the sentence:

      Susi es una osa.
      Su - si/es/u-na/o-sa

   c. Teacher then reads the words as they are divided into syllables, pointing to each syllable as it is pronounced. Then the children, both in a group and individually, follow the same procedure. This activity is used for all the sentences, taking as much time as is necessary.

3. Making New Words with Syllables

   a. Teacher takes some of the syllables that have been studied and makes new words by combining them in different ways.

   b. This activity should be done on a pocket chart. Models of the whole words should be left for the children to refer to, if necessary.

   c. Teacher makes extra word cards and cuts them into syllables.

4. Syllable Reading Practice

   a. The children read the syllables on the syllable chart for each consonant.

   b. Teacher introduces the syllables by modeling them for the children and by having the children repeat after her.

c. Later the children pronounce the specific syllables the teacher points to.

d. Initially more stress should be put on correct reading of words in sentences than on correct pronunciation of isolated syllables.

e. As children become more familiar with the syllables and are able to manipulate them more rapidly, the teacher spends more time drilling for accuracy on the syllable charts.

f. Again it is important that these activities be done in small groups and that children proceed at their own pace. Some will not move as fast as others.

Syllable and Word Chart #1

sa se si so su

as es is os us

es
esa
ese
Susi
Saso

oso
osa
osas
osos
se asea

Sentence Chart #1

Esa es Susi.

Susi es una osa.

Esa es una osa.

Ese es Saso.

Saso es un oso.

Ese es un oso.

Susi se asea.

Esa osa se asea.

Saso se asea.

Ese oso se asea.

Esos son seis osos.

Syllable and Word Chart #2

da de di do du

da
dia
dos
dado
dame
dudo

dedo
dedos
dados
soda
suda
seda

sed
duda
Dido
Didi
sol
tiene

Sentence Chart #2

Ese es Didi.

Didi tiene sed.

Es un día de sol.

Didi toma una soda.

Esa es una soda.

Tiene una soda.

Dido tiene dos dados

Esos son dos dados.

¡Dudo eso!

Dame esos dos dados

Syllable and Word Chart #3

ta te ti to tu

tu

tía

tío

té

todo

Teté

Tato

Tito

Soto

ésta

ésto

siete

siesta

Sentence Chart #3

Esa es tía de Tato.

Susi es tía de Tato.

Su tía es Susi Soto.

Esa es su tía.

Susi Soto es tía de Tato.

¿Qué es ésto?

Es té.

Tito toma todo el té

Tito toma una siest

Tito tiene siete tíos.

Tato tiene dos dados.

Syllable and Word Chart #4

la le li lo lu

al
el
lata
lodo
los
las

Lalo
Lola
sol
mole
sala
atole

Lulú
Luis
solo
malo
sale
dáselo

Sentence Chart #4

Ese es Luis.

Ese es Lalo.

Esa es Lulú.

Lola está mala.

Lalo está malo.

Lola está sola.

Luis está en la sala.

Lalo está en el sol.

Leti está en el lodo.

La luna sale.

Lilia toma atole.

Ese mole dáselo a Lola

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Syllable and Word Chart #5

ma me mi mo mu

mi

mia

mio

mesa

mama

mata

masa

ama

más

Tomás

démela

toma

lame

dame

Sentence Chart #5

Esta es la mamá osa.

Mamá osa ama a su osito.

Ese es Tomás.   Tomas toma té.

Tomás ama a mamá osa.

El osito lame la mata.

La mata está en la mesa.

Lilia toma atole.   Dame mas té.

Syllable and Word Chart #6

pa pe pi po pu

papa
papá
pata
palo
pelo
pila
Polo

pisa
Popa
Pepe
piso
pato
pide
pelota

papalote
mapa
sapo
sopa
Lupe
tapa
topo

Sentence Chart #6

Este es Pepe.

Pepe es papá de Polo.

Pepe no tiene pelo.

Polo es un pato.

Pepe pide sopa.

Polo pide papas.

Popa es un sapo.

Popa tapa la sopa.

El topo pisa el palo con la pata.

Syllable and Word Chart #7

na ne ni no nu

no
en
un
nena
nana
nada
nabo

nadie
nopal
nido
Neto
pena
pana
pone

tuna
pino
Ana
panal
dónde
Lina
luna

Sentence Chart #7

¿ Dónde está Ana?

Ana está en el nido.

¿ Dónde está Neto?

Neto no está en el nido.

Neto está en el pino.

El nido está en el pino.

¿Qué tiene Ana?

Ana no tiene nada.

Ana pone pan en el nido.

Dame esa tuna. La luna sale.

Syllable and Word Chart #8

ca que qui co cu

casa
cama
cola
Cuca
Cuco
come
comen
tacos
quinqué

saco
toca
queso
con
aquí
Queta
banqueta
toman
Quique

Sentence Chart #8

Esa es la casa de Cuca.

Cuca come tacos.

Coqui come tacos con queso.

Cuco y Coqui comen tacos.

Aquí está Queta.

Quiere comer tacos.

Queta está en la cama.

¿Qué tiene Queta?

Queta está loca.

¿Qué quiere Queta?

Queta quiere tacos.

Queta y Quique están en la banquet

⑧

Syllable and Word Chart #9

ra	ro	ri	re	ru
arra	orro	irri	erre	urru

Rosa
río
ríe
rey
reina
Rudi
comer
tocar
tomar
radio

están
quieren
corre
carro
perro
marrano
turrón
rorro
arrulla
torre
burro

Sentence Chart #9

Rosa es una rana. Es la reina
de las ranas.
Rudi es una rana. El es el rey
de las ranas.
Los dos dos son ranas.
Están en el río.
Rudi se ríe. Rosa se ríe.
Quieren tomar soda.
Quieren tocar el radio.
Ese es un perro.
Esa es una Torre.
Rosa corre en el carro.
Raúl y Rosa comen turrón.
Ese es un burro. El carro corre.

Syllable and Word Chart #10

ara ere iri oro uru

aro
ira
para
pero
cera
poro
pera
aretes
coro
puro

era
oro
cero
ahora
loro
hora
aire
ire
Laura
Carolina
coral

Sentence Chart #10

Cora tiene un aro.

Laura tiene aretes.

Los aretes son de oro y coral.

Es hora de comer para Laura.

Laura come una pera.

Ire a comer con Laura ahora.

Syllable and Word Chart #11

ba be bi bo bu va ve vi vo vu

Benito
burro
bola
lobo
bonita
barco
bandera
bote
bate

vaca
vela
vestido
vi
vamos
ver
verde
vaso
verso

Sentence Chart #11

Beni es un burro bonito.

El burro está con el lobo.

Vamos a ver a Beni.

Velia es una vaca.

La vaca tiene una vela.

¿Ves ese vestido? Es de Velia.

El vestido es verde.

La vaca está en un barco.

Syllable and Word Chart #12

lla lle lli llo llu

llanta
llave
llamar
llama
anillo
olla
tallo
sello
villa
tortilla
lluvia

amarillo
gallo
pollo
gallina
callo
calle
silla
orilla

Sentence Chart #12

Aquí está una gallina.

Allá está un gallo.

La gallina tiene un pollito.

El pollito es amarillo.

Se llama Lalo.

El pollito come semillas.

La lluvia cae en el llano.

La olla es de barro.

Esta llave es de oro.

La llanta es de hule.

La llama es un animal del Perú.

Syllable and Word Chart #13

ña ñe ñi ño ñu

niño

niña

moño

año

sueño

cumpleaños

mañana

leña

caña

araña

Sentence Chart #13

Esa niña se llama Nina.

Nina tiene un moño.

Mañana es su cumpleños.

Cumple ocho años .

Ese niño se llama Nino.

¿Cuántos años tiene?

Tiene diez años.

Nina y Nino tienen sueño.

La araña teje su telaraña.

La caña se quema como leña.

La leña está quemada.

Syllable and Word Chart #14

ya ye yi yo yu

yo
ya
yoyo
yerba
mayo
bueyes

yema
ayuda
Yoli
cayó
coyote
yuca

Sentence Chart #14

Yo soy Yoli.

Ya me voy.

Voy a comprar un yoyo.

El coyote es un animal del monte.

En mayo es la fiesta de las flores.

Ayúdame a cortar la yerba.

El yoyo se cayó en la yerba.

La yunta de bueyes ayuda a
la siembra.

Syllable and Word Chart #15

xa xo xi ex ox ix

México

Oaxaca

Xochimilco

xilófono

excelente

examen

extranjero

próximo

Félix

Xavier

Sentence Chart #15

Félix fue a México.

Félix fue Xochimilco.

Xochimilco está en México.

Félix fue a Oaxaca.

Oaxaca está en México también.

Xavier toca el xilófono.

El próximo lunes lo va a tocar.

Xavier viaja al extranjero.

Syllable and Word Chart #16

ga go gu

gato
gusano
gallo
gota
regalo
gozar
toga
agujero

goma
tortuga
Gustavo
gustan
Gloria
lago
mago
agua

Sentence Chart #16

El gato se llama Gus.

El gato goza su regalo.

La tortuga se llama Gloria.

Se pasea en el lago con el mago.

Me regalaron un gallo.

El gallo come gusanos.

Al gallo le gustan los gusanos.

Toma gotitas de agua.

Syllable and Word Chart #17

ce	ci
cero	ciudad
cinco	cebra
circo	cebolla
cepillo	Celia
centavo	Cecilio
cerillo	maceta

Sentence Chart #17

Celia es una niña.

Tiene cinco años.

Ella va al circo con cinco centavos.

El circo está en la ciudad.

Le gusta el circo.

Ve una cebra en el circo.

La cebra come cebolla.

Tiene un cepillo en el cabello.

Syllable and Word Chart #18

cha che chi cho chu

Chelo
Chilo
muchacho
muchacha
charco
chancla
coche
chamaco
chocho

chulo
leche
cachucha
chocolate
cuchara
chile
tachuela
techo
coche

Sentence Chart #18

Chela es una muchacha muy chula.

Chilo pasea en coche.

Chela toma leche.

Chilo toma chocolate.

Las dos tienen chanclas.

Chilo usa cachucha.

Chilo anda en un charco de agua.

Chela y Chilo comen chile.

Syllable and Word Chart #19

ja je ji jo ju

junio
julio
ojo
jugar
conejo
Juan

Jorge
pájaro
Juanita
oreja
rojo
Julia

Sentence Chart #19

Ese muchacho se llama Juan.

Esa muchacha se llama Jazmín.

Juan tiene un pájaro.

El pájaro se llama Jorge.

Juanita tiene una conejita.

La conejita se llama Julia.

La coneja tiene los ojos negros y

las orejas rojas.

Juan y Jazmín van a jugar con

Jorge.

Syllable and Word Chart #20

fa fe fi fo fu

Felipe

Fidel

feliz

foco

foca

fiesta

frijoles

flor

falda

teléfono

Sentence Chart #20

Aquí está Felipe. Se ve feliz.

Aquí está Fidel. Está feliz.

Felipe y Fidel son focas.

Van a una fiesta.

Felipe lleva una flor.

Fidel llama por teléfono.

El teléfono es de juguete.

Van a una fiesta y comen frijoles.

Syllable and Word Chart #21

ge	gi
gente	Gerardo
gigante	gelatina
inteligente	girasol
Gilberto	gitano

Sentence Chart #21

Gilberto es un muchacho muy inteligente.

Tiene un amigo.

Su amigo se llama Gerardo.

Gerardo es un gigante.

El gigante come mucha gelatina.

Gerardo es muy buena gente.

Al gigante le gustan mucho los girasoles.

El gigante Gerardo se va con unos gitanos.

㉑

Syllable Word Chart #22

gue

guitarra

borreguito

Miguel

águila

gui

guerra

guisada

guisado

aguijón

Sentence Chart #22

Ese muchacho se llama
Miguel Guerra.

Miguel toca la guitarra.

Come carne guisada.

Tiene dos amigos.

Un amigo es un águila.

El otro es un borreguito.

㉒

Syllable and Word Chart #23

güe

yegüita

agüita

güera

güi

güero

paragüitas

pingüino

Sentence Chart #23

Pilar es güera.

¡Qué bonita niña güera!

Raúl es güero.

¡Qué guapo güero!

La yegüita toma agüita.

El pingüino toma agüita también.

Syllable and Word Chart #24

ha he hi ho hu

hay
hoy
había
hielo
helado
hoja
harina
hijo
hija

Hortencia
hígado
ahora
hambre
huevo
heno
huerto
humo
Héctor
higo

Sentence Chart #24

En el huerto hay dos hormigas.

Una hormiga se llama Héctor.

La otra se llama Hortencia.

Las dos comen helado.

Las dos comen harina cuando
tienen mucha hambre.

También comen hígados de pollo.

Se quemó una hoja de papel,
hechó mucho humo.

㉔

Syllable and Word Chart #25

za ze zi zo zu

zapatos
zacate
zumba
zoológico
zorrillo

zorro
manzana
azul
azúcar
zurdo

Sentence Chart #25

Vamos al zoológico.

Hay mucho zacate en el zoológico.

Hay un zorro en el zoológico.

El zorro no usa zapatos.

Come muchas manzanas.

Hay un zorrillo también.

Las abejas zumban.

Les gusta el azúcar.

㉕

Syllable and Word Chart #26

ka ke ki wa we wi wo

kilómetro

kilo

kiosko

kerosén

Kiko

kiosco

kepi

kimono

kermess

kanguro

Waldo

Wenceslao

Wilfredo

Wáshington

Sentence Chart #26

Tengo un amigo. Se llama Wenceslao

Wilfredo es amigo de Waldo

y Wenceslao.

Los tres amigos son güeros.

Van al kiosko del parque Wáshington

Ven un kanguro en el kiosko.

El kanguro se llama Kiko.

El kiosko queda a un kilómetro

de la casa de Waldo.

Waldo usa kepi y Wenceslao

y Wilfredo usan kimonos.

Compran un kilo de queso

y se lo comen.

Syllable and Word Chart #27

dra dre dri dro dru

dragón

drama

Adriana

Adrian

Isidro

ladrillo

madre

padre

cuadro

vidrios

Sentence Chart #27

Adrián es un dragón.

Vive con su madre.

Su madre se llama Adriana.

Su padre se llama Isidro.

Viven en una casa de ladrillo.

La casa tiene muchas ventanas de vidrio.

Viven a una cuadra de mi casa.

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